

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT



2025-26
**STUDENT
HANDBOOK**



Corpus Christi Independent School District Student Handbook

Corpus Christi Independent School *District* Student Handbook

2025-26 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Office of Communications at (361) 695-7410.

Corpus Christi Independent School District Student Handbook

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Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.ccisd.us the Corpus Christi Independent School District Student Handbook and the Student Code of Conduct for the 2025-2026 school year.

I accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that if I wish to receive a paper copy of the Student Handbook and the Student Code of Conduct, I must request a copy from the campus principal or the Office of Admissions, Attendance and Student Support Services, respectively.

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

Student's name (*print*): _____

Student's signature: _____

Parent's signature: _____

Date: _____

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Preface Parents and Students:

Welcome to the new school year!

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

The Corpus Christi Independent School District 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 Corpus Christi Independent School District Student Code of Conduct. To review the Code of Conduct, visit the District’s website at www.ccisd.us. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook Handbook is available upon request and may be obtained at each campus office or from the District’s Office of Admissions, Attendance and Student Support Services, (361) 695-7241, and is also posted on the District’s website at www.ccisd.us.

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For online enrollment or re-enrollment verification, go to WEBSITE: CCISD.US or the school website. Please visit the website for guides, tutorials, and more information on registration. Before you begin online enrollment, you will need an email account to enroll a student. If you do not have one, you may visit one of the following sites to create a free email account: Google Gmail, Microsoft Hotmail, Yahoo Mail.

Only a parent/guardian is allowed to register a student online in the Corpus Christi Independent School District.

You will need a valid email account to register online.

You will need to bring the following required documents to campus:

- Birth Certificate;
- Immunization records;
- Social Security card;
- Proof of residence (in-district) – current utility bill (water, light, gas, rent receipt, lease agreement with guardian's name and address);
- Recent school records and/or report card; and
- An existing court order pertaining to the child (if applicable).

Re-enrollment verification - The following is required for updating student information online:

- Only a parent/guardian is allowed to update student information online;
- Parent/guardian will need to provide a valid email address to the campus where the student will attend;
- When the re-enrollment verification window opens, guardians will be sent an email announcing that Online Registration for returning students is available. The email will include a link to instructions on how to login to Home Access Center, how to select the returning student registration form, and how to update student information.

This feature will allow you to update demographic data for all students in the family. Parents/guardians will be able to conveniently update student enrollment information from a computer with internet access. Public computers with internet access are available at CCISD campuses and local public libraries.

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's Office of Legal Services, and an unofficial electronic copy is available at www.ccisd.us/page/board-policy.

The policy manual includes:

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- 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 your campus principal.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Office of Communications at (361) 695-7410.

Mission

The mission of the Corpus Christi Independent School District is to develop the hearts and minds of all students, preparing them to be lifelong learners who continue their education, enter the world of work, and become productive citizens.

Vision

Our vision is to be a world class school system where every student is a learner, every learner is a graduate, and every graduate is a success.

Meetings of the Board of Trustees

The Board of Trustees is composed of seven members who are elected by CCISD voters in even- numbered years. The Board meets on the second and fourth Mondays of each month, unless otherwise announced. Special meetings also may be called.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

Note: An evaluation may be legally required 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

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curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Per state law, here is a summary of the District's curriculum regarding human sexuality instruction:

In addition to age-appropriate information about personal health habits, Grades 4 and 5 students are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Grade 6-12 students learn about healthy behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community. Generally, students will cover human sexuality during the last six weeks of the school year.

For further information, see the District's human sexuality instruction website at: <https://www.ccisd.us/documents/departments/curriculum-and-instruction/student-health-advisory-council/shac---community-partner-curriculum/531556>.

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 their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the District's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases

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- 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 on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Consent Before Human Sexuality Instruction

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

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.

Content pertaining to prevention of child abuse, family violence, dating violence, and sex trafficking begins in 1st grade and goes through 12th grade. The content of instruction that will be delivered to students will vary by grade level, according to the health TEKS set forth by TEA and can be found here:

<https://www.ccisd.us/documents/departments/curriculum-and-instruction/school-health-advisory-council/shac---community-partner-curriculum/531556>.

All community partner curriculum that has been approved by SHAC and the Board of Trustees can be found here pertaining to HB 1525 and SB 9:

<https://www.ccisd.us/documents/departments/curriculum-and-instruction/school-health-advisory-council/shac---community-partner-curriculum/531556>.

Curriculum material relating to the topics can be found at:

<https://www.ccisd.us/documents/departments/curriculum-and-instruction/school-health-advisory-council/shac---community-partner-curriculum/531556>.

For more information, see the District's abuse prevention instruction website at:

<https://www.ccisd.us/documents/departments/curriculum-and-instruction/school-health-advisory-council/shac---community-partner-curriculum/531556>.

In accordance with state law, a parent may:

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

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

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.

Any parent or staff member who notices signs of mental health concerns, substance abuse or suicide risk, should contact their campus counselor to request a referral to a campus mental health professional. The campus mental health professional will meet with the parent/guardian to discuss available counseling services and available community mental health support.

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

The Coordinator for Guidance Services is Leigh O'Neal, who can be reached at Leigh.Oneal@ccisd.us and (361) 878-2680. The Director of Advanced Academics & Guidance Services, Bryan Davis, can be reached at William.Davis@ccisd.us and (361) 695-7221.

The mental health liaison can provide further information about 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 (All Grade Levels)**]

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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. [See Appendix – "Parent Permission to Videotape, Photograph, Record a Child or Publicize Information on Website," which is also provided as a link within the online enrollment system.]

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 the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

The 2025-2026 online enrollment form for new and returning students includes the *Parent Permission to Videotape, Interview, Photograph, Record a Child, or Website Information* form. The form addresses usage of a student's name, photograph, voice recording, or classroom project and/or artwork on webpages maintained by the school and the District.

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[See Appendix – “Parent Permission to Videotape, Photograph, Record a Child or Publicize Information on Website,” which is also provided as a link within the online enrollment system.]

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 6th grade Honors Math course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student’s grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I Honors 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.

Limiting Electronic Communications between Students and District Employees

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

For example, a teacher may create a learning management system page for the class to relay information about 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.

The employee is required to include the student’s parent as a recipient on all text messages;

The employee is required to include their immediate supervisor and the student’s parent as recipients on all text messages; or

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

A parent who does not want their 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.

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“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 10 school days of the student’s first day of instruction for this school year. [See “Parent Permission Release of Student Identifiable Information” and “Parent Permission Release of Student ID to Photographer” in the Appendix in this handbook, which are also provided as links within the online enrollment system.]

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

As allowed by state law, the District has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For District publications and announcements, the District has designated the following as directory information: student name; student address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of their child’s information for these school-sponsored purposes, the school will not ask permission each time the District wants to use the information for these purposes.

For all other purposes, the District has identified the following as directory information: student name, address, telephone listing, grade level, and honors and awards received. If a parent does not object to the use of the student’s information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

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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 their 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

If you do not want the District to provide this information to military recruiters or institutions of higher education, the parent/guardian may indicate this during online enrollment. When a student enrolls, or at any time while a student is enrolled, a parent/guardian may direct campus officials to withhold directory information. See policy FL(LEGAL) for more information.

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.]

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

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

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

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- 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

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

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

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

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

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

- A parent provides a written statement requesting that their child be excused

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- 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 their 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 (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their 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 10 percent of the days the class is offered.

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required

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accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

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

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

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

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

Our CCISD curriculum is accessible directly from the CCISD website. To locate the curriculum:

- Go to www.ccisd.us
- Click **Menu** on the upper right-hand side of the website
- Scroll down to the **Departments** section and then click **Curriculum and Instruction**
- Then click "**PK-12 Curriculum**"

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

District Review of Instructional Materials

A parent may request that the District conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is

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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. [See policy EFA for more information.]

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the District provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the 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 their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

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Authorized Inspection and Use of Student Records

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

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

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students 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 about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- 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

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officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

Legitimate educational interest may include:

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

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

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

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- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

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

A cumulative folder, which contains information such as grades, attendance records, and standardized test scores, is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

Transcript and attendance records are maintained indefinitely by the District. The student's cumulative folder may be destroyed in accordance with the District's record retention schedule.

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

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

Records may be reviewed in person during regular school hours. The custodian of records 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 10 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.

The address of the Superintendent's Office is 801 Leopard Street, Corpus Christi, Texas 78401.

The address(es) of the principals' offices are on the District's website, www.ccisd.us.

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.

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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 (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The District's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the District's website at www.ccisd.us/page/board-policy.

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.

Parent Permission Pertaining to Student Grades

State and federal laws require school districts to obtain written permission from parents in order to authorize the disclosure of student grades in the classroom and school setting. Parents/guardians should complete the questions included with the online enrollment by the deadline noted.

[See Appendix – “Parent Permission to Pertaining to Student Grades,” which is also provided as a link within the online enrollment system.]

Required Identification and Records

Within 30 days of enrollment of their child(ren), parents/guardians must furnish the District with the following: the child's birth certificate, baptismal certificate, hospital record, or another document suitable as proof of the child's identity; the child's most recent school records and/or report card; current immunization records; and any court order in existence that pertains to the child.

TEC 25.002(f) requires that a school district shall record the name, address, and date of birth of a person enrolling a child. In order to comply with this requirement, the District's Enrollment Form and the computer-generated enrollment card have been modified to include parent/guardian date of birth information. This information must be obtained from the person enrolling a child under 18 years of age. A copy of the completed enrollment document shall be placed in the student's cumulative folder.

Students shall not be denied enrollment or be removed solely because they fail to provide the birth certification or another documentation suitable as proof of the child's identity and the child's most recent school records. If, however, the required documents and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department or sheriff's department and request a determination of whether

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the child has been reported as missing. If a child is enrolled under a name other than the name that appears in the identifying documents or records, the District shall notify the missing children and missing persons clearinghouse of the child's name as shown on the identifying records and the name under which the child is enrolled. Furnishing false information is a criminal offense under Penal Code 37.10 [See FD (LEGAL)]

Change of Information

Students who move during the school year or whose parents change their name must notify the school office of their new address, new telephone number, or new name as soon as possible. A student's ethnicity is declared at the time of initial enrollment. This designation may be changed one time during the student's enrollment in the District and must occur prior to September 1 of any school year.

Residency

A student is required to attend the school appropriate for the student's grade level within the attendance area where the student's parent/guardian resides. Proof of residency (recently paid rent receipt; current lease agreement; most recent tax receipt; current utility bill indicating the address and adult's name) is required at the time of registration. [See FD(REGULATION)]. District-approved transfers as outlined in the section entitled **Requesting Transfers for Your Child** are the exceptions. New students enrolling in the District must complete a *Student Residency Questionnaire*.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their 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
- Is currently teaching in the field or discipline of their certification

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

Classroom Procedures

Teachers will determine specific procedures they wish to use in their classrooms. The following guidelines also are appropriate:

- It is the student's responsibility to attend classes with the proper materials. Students will not be allowed to return to their homerooms for books or supplies once the class has begun.

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- Students will abide by the rules established by each teacher. If a student is having problems with a particular class, the student should discuss the matter in private with the teacher.
- Students are required to obtain a pass signed by the teacher to whom they are assigned before they leave the room during class.
- The bell is only a signal to teachers that the class has concluded.
- Students should remain in the classroom until they are dismissed.
- Students and/or situations considered uncontrollable by the teacher may be referred to the principal or assistant principal.
- Teachers may use appropriate discipline management techniques, consistent with board policies, including removal of the student from the classroom.

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
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the District or another district or school
- Graduation requirements

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

- Called to active duty
- On leave
- 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.

More information is available 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).

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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 their child to another classroom or campus if the District has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The Board may transfer a student who has engaged in bullying to another classroom. The Board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the Office of Admissions, Attendance and Student Support Services for more information.

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

The District will honor a parent's request for the transfer of their 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. The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The District will try to accommodate a request as soon as possible but will do so within 10 district business days.

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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 before 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 for 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

If you have questions, please contact the District's foster care liaison: Coordinator for Guidance Services, Leigh O'Neal, at (361) 878-2680 or by email at Leigh.Oneal@ccisd.us, Lozano ISC, 1761 Hudson Street, Corpus Christi, Texas 78416.

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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A Student Who Is Homeless

A parent is encouraged to inform the District if their 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. [See website: <https://www.ccisd.us/Departments/EducationServicesforStudentsinTransition>]

The enrollment process in CCISD includes a Student Residency Questionnaire as part of our comprehensive efforts to identify students and families currently experiencing homelessness.

If your current address is a temporary living arrangement and it is due to loss of housing or economic hardship, you may meet the definition of experiencing homelessness. If, due to a lack of housing, you must live in a shelter, hotel, campground, on the street, in abandoned buildings or trailers, or doubled-up with relatives or friends, then, according to the McKinney-Vento Act, you are considered homeless.

The educational rights homeless students have under the McKinney-Vento Act include the right to:

- immediate school enrollment,
- enroll in a school without giving a permanent address;
- remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when feasible and in the child's or youth's best interest to;
- enroll in the Texas public school district of their choice with the campus designation being determined by the school district feasible,
- right to dispute an enrollment decision and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute,
- have access to programs and services, including special education services, preschool services, free school meals, Title I services, services for English language learners, vocational; and
- transportation to and from the school of origin.

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)

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- 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.

Unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness will be provided flexibility regarding certain district provisions, including:

- Immediately enrolled without proof of guardianship (*campuses cannot require proof of guardianship for enrollment or continued attendance*).

For more information on services for students who are homeless, contact the District's McKinney-Vento Liaison, Coordinator for Guidance Services, Leigh O'Neal, at (361) 878-2680 or by email at Leigh.Oneal@ccisd.us, Lozano ISC, 1761 Hudson Street, Corpus Christi, Texas 78416.

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**]

Family Law Issues

A number of students in the District have parents who are divorced, separated, or subject to some form of a court order involving family law issues. Issues typically addressed in such court orders include the parent's right or ability to make educational decisions for the student and the parent's right of access to the student on campus.

It is critical for parents to provide the school where their child attends a copy of any and all current court orders or other legal documents pertaining to their child at the time of enrollment or within 30 days of enrollment. Additionally, if there is a change in a custody order, parents should provide the school with the final order no later than 30 days of such

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change. Absent such orders, school administrators will assume that each parent of a student has equal rights pertaining to that student.

Special Education Services

The Corpus Christi Independent School District provides specialized, comprehensive services for eligible students in the areas of special education instruction and related services.

The District is also the Shared Services Provider for the 10-county Regional Day School Program for the Deaf, located at Webb Elementary School, Kaffie Middle School, and Veterans Memorial High School.

Instructional support is provided in the least restrictive setting for students eligible for services. The continuum of instructional settings range from a general education classroom setting to the specialized classroom setting. The District supports the inclusive model of support which allows students to remain in the general education classroom setting with varying levels of special education support and services. Early Childhood Special Education (formerly known as Pre-school Program for Children with Disabilities) serves children ages 3-5. Students requiring instruction in a home, hospital, or residential setting are served by certified teachers.

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 Multi-Tiered System of Supports. The implementation of MTSS 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, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

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

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the Chief Officer for Special Education Programs and 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

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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 about 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: Dr. Jennifer Arismendi, Chief Officer for Special Education Programs and Services, 801 Leopard Street, Corpus Christi, Texas 78401, Jennifer.Arismendi@ccisd.us, (361) 878-2681.

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the District's transition and employment designee: Zannette Hernandez, Special Education Coordinator, 4402 Casteñon, Corpus Christi, Texas 78416, Zannette.Hernandez@ccisd.us, (361) 878-7960.

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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: Dr. Candi Callas, MTSS/Section 504 Coordinator, Lozano ISC, 1761 Hudson Street, Corpus Christi, Texas 78416, Candi.Callas@ccisd.us, (361) 696-4055.

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.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/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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

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

Texas Driving with Disability Program

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

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

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

If a student is receiving special education services at a campus outside their 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 is 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 before 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 their 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 (All Grade Levels)** and **Special Programs (All Grade Levels)**]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

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Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the District's Central Office at (361) 695-7200.

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after their 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

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student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

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

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

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

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

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 the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**]

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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, if the District's Board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- 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.

The District recognizes the following as excused absences:

1. Student is participating in or has been detained by a juvenile or adult court for a criminal offense, delinquent conduct, or conduct indicating need for supervision.
2. Student has been referred to the Texas Department for Human Services for abuse or neglect, is participating in a referral, and the caseworker communicates the reason to District personnel.
3. Approved college visitation.
4. Temporary absence resulting from any cause acceptable to the teacher, school principal, or the Superintendent, i.e., personal illness.
5. Days of suspension, late enrollment or early withdrawal of a migrant student, days missed as a runaway, completion of a competency-based education program for at-risk students, late enrollment or early withdrawal of a student placed in a community care home sponsored by the Texas Youth Commission, absences of a teen parent due to child care needs, participation in a substance abuse rehabilitation program, family emergencies or unforeseen or unavoidable instances requiring immediate attention, and/or days missed by homeless children.

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The following are NOT acceptable excuses for absences: truancy; missing the school bus; employment; car trouble; trips not approved in advance; hunting, fishing, vacation, or pleasure trips; babysitting; or birthday/other celebrations.

Under extenuating circumstances such as a long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work.

The limitations on extracurricular or school-related absences are explained in the section entitled **Extracurricular Activities**. District procedures for perfect attendance recognition are outlined in **Perfect Attendance Recognition**.

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 their 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

The truancy prevention facilitator for the District is: Ronald Kanipes, Director for Admissions, Attendance and Student Support Services, 801 Leopard Street, Corpus Christi, Texas 78401, Ronald.Kanipes@ccisd.us, (361) 695-7242.

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

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student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the District, in most circumstances, will refer the student to truancy court.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered. No later than five school days after the student receives notice, the student and/or parent/guardian may file a petition for credit or a final grade in the principal's office. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes the plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If the student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class. If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student or parent/guardian may request award for credit or a final grade by submitting a written petition to the campus attendance committee no later than five school days after the student receives notice. The committee may give credit or a final grade to a student who is in attendance fewer than the days required, if in its opinion, there were extenuating circumstances or if the student fulfills the requirements established by the committee. If the parent does not agree with the decision of the campus committee, an appeal can be made to the Superintendent's Office in accordance with FNG(LOCAL). [See policy FEC.]

CTE Dual Credit courses include contact hours and seat time established by the higher institute (Del Mar College). The established contact hours and seat time is a student requirement. Failure to meet the requirement can result in credit not awarded.

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

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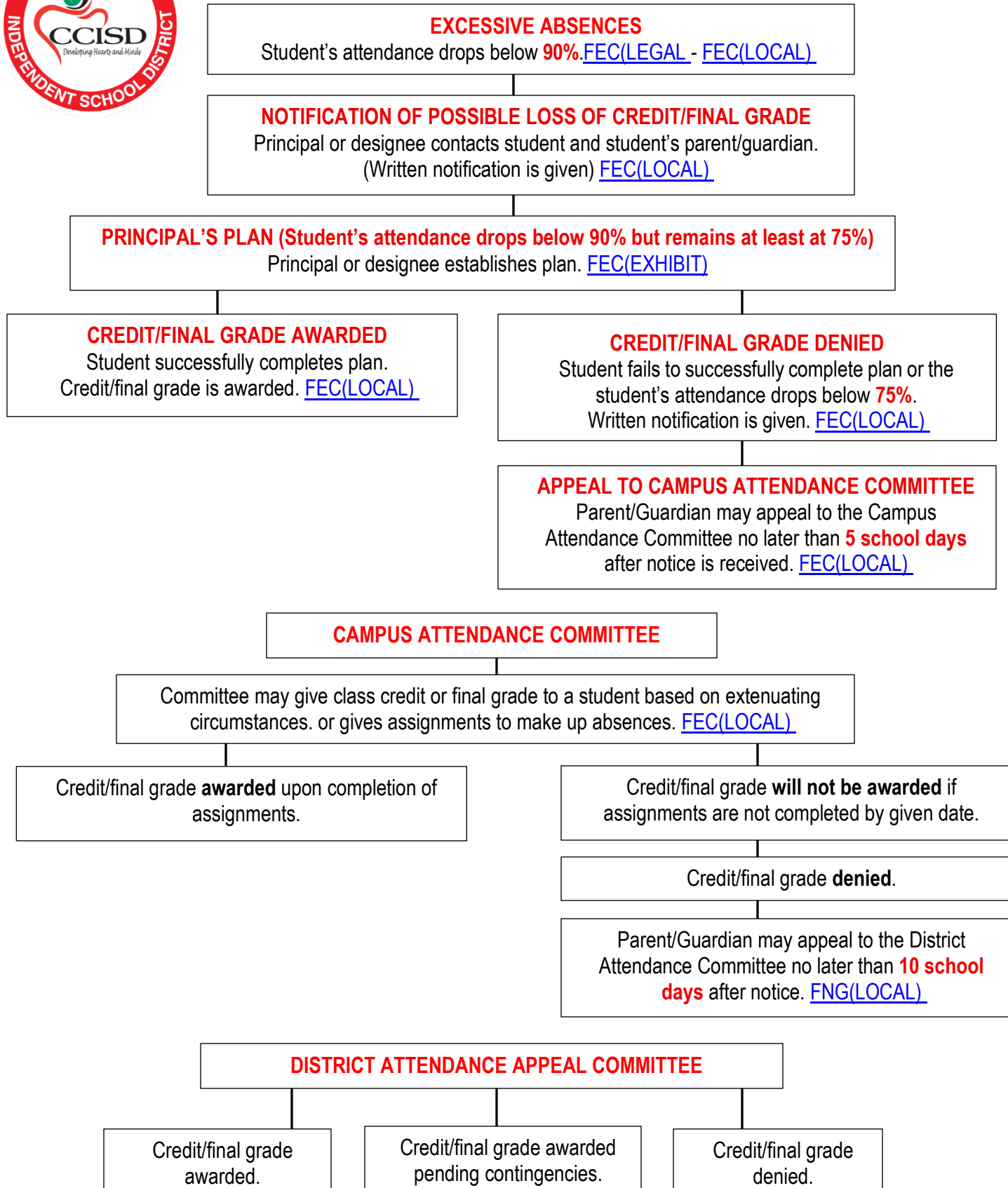
- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- 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).

The actual number of days a student must be in attendance to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.



CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT ATTENDANCE FOR CREDIT FLOW CHART



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Official Attendance-Taking Time (All Grade Levels)

The District will take official attendance every day at the specific time designated by the campus principal at the beginning of the school year.

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

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent.

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

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

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

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

Upon return to school, a student who is absent for more than five 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.

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The District will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

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More information is available 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** for information on excused absences for obtaining a learner license or driver's license.]

Tardies or Picked Up Early (All Grade Levels)

The District and its teachers expect all students to arrive to class on time and remain for the entire instructional period/day. During passing periods, students should move quickly to their next class, curtailing those activities (such as visiting with friends) which might make them tardy to class. Each campus has guidelines in place to address excessive tardies. Chronic tardiness will lead to appropriate disciplinary action.

Daily Attendance and Partial Day Absences

A student present at the time of daily attendance, but who is absent from school for any part of a day for more than 15 minutes is considered missing part of a school day and will be counted as a partial day absence.

CTE Dual Credit courses include contact hours and seat time established by the higher institute (Del Mar College). The established contact hours and seat time is a student requirement. Failure to meet the requirement can result in credit not awarded.

Period Attendance and Absences

A student who is tardy to class for more than 15 minutes will be counted absent for the class period.

Truancy

Students absent or missing part of a day (partial day absence) without permission are truant. Truancy is an unexcused absence or partial day absence and may be cause for disciplinary action. Repeated truancy may be cause for legal action against the student and his/her parent or guardian. A court of law may also impose penalties against the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent and or student may be filed in court if the student:

Is absent unexcused from school on ten or more days or parts of days within a six-month period in the same school year.

Students are truant if they leave campus without signing out in the main office; leave campus at lunchtime without permission; are absent from school without proper permission; fail to report to the place for which they received a pass from class; or come to the campus, but do not attend classes.

Truancy Warning Notices as Required by Law

If a student is absent from school for 10 or more days or parts of days within a six-month period in the same school year:

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- the student's parent is subject to prosecution under Section 25.093; and
- the student is subject to prosecution under Section 25.0951(a).

The school shall notify a student's parent/guardian if the student has been absent from school, without excuse, on three days or parts of days within a four-week period.

The notice must inform the parent that it is the parent's duty to monitor the student's school attendance and require the student to attend school and that the parent is subject to prosecution if the student fails to attend school. The notice also must request a conference between school officials and the parent to discuss the absences.

Note to Parents/Guardians

The rules of attendance and discipline of the District are very important. If you have questions about attendance or the Student Code of Conduct, please contact the Office of Admissions, Attendance and Student Support Services at (361) 695-7241, so that the rules and procedures may be explained to you.

Academic Curriculum

The Texas Essential Knowledge and Skills (TEKS) is the basis for the curriculum in CCISD. The TEKS clearly identify what students should know and be able to do at each grade level and provide teachers with a listing of what skills are to be taught in each subject.

Parents, students, and stakeholders may review the TEKS objectives and the District Scope and Sequence on our CCISD website. To locate the curriculum:

- Go to www.ccisd.us
- Click **Menu** on the upper right-hand side of the website
- Scroll down to the **Departments** section and then click **Curriculum and Instruction**
- Then click "**PK-12 Curriculum**"

TEKS information may also be accessed at the Texas Education Agency (TEA) web site at www.tea.state.tx.us.

Accountability under State and Federal Law (All Grade Levels)

Corpus Christi Independent School District and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

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Accountability information can be found on the District's website at www.ccisd.us. Hard copies of any reports are available upon request to the District's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

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

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the campus counseling department for information about this opportunity.

Athletics

Athletics are an integral part of the District's curriculum, and participation in a variety of team and individual sports is part of the education of students. High school athletics are operated in accordance with rules established by the University Interscholastic League (UIL) and extracurricular guidelines established by the State Board of Education and the District. Middle school interschool athletics also adhere to applicable guidelines and rules and regulations established by the District, UIL, and State Board of Education.

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning in grades nine and below must have been promoted from the previous grade prior to the beginning of the current year or have earned a total of five credits which count toward state high school requirements during the 12 months preceding the first day of the current school year.
- Students beginning their second year of high schools must have earned five credits, which count toward state high school graduation requirements or have earned a total of five credits which count toward state high school requirements during the 12 months preceding the first day of the current school year.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

The National Collegiate Athletic Association (NCAA) has specific academic eligibility and core- course requirements for student athletes. The NCAA's Initial-Eligibility Clearinghouse, operated by American College Testing, can help students determine if they meet NCAA

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academic standards for college freshman eligibility. For more information, students can contact school guidance counselors or athletic coordinators.

Each athlete is required to adhere to a code of conduct established by the Office of Athletics along with each middle school and high school campus. At the high school level, each campus will develop an athletic code of conduct for each sport. Parents/guardians are encouraged to be supportive of their child's endeavors in UIL activities and help their child and their friends develop integrity through the intensity of competitive activity. A District handbook entitled "Policies, Rules, and Guidelines" is distributed by the Office of Athletics at the beginning of each school year to acquaint student athletes and their families with eligibility guidelines, UIL policies, and District policies and guidelines. This handbook is part of the Rank One information of student physicals and medical history that must be completed on each child before the practice/competition.

Booster clubs are formed by school patrons to help enrich the school's participation in interschool activities. Booster clubs must adhere to UIL and District guidelines and are expected to work cooperatively with the campus principal.

In accordance with UIL policies, CCISD has decided that Collegiate High School and Branch Academy will not offer or participate in athletic competition; however, both of these schools will compete in UIL academic competition.

In accordance with UIL and District Guidelines, all athletes participating in school athletics must have a physical exam on file for each school year. In addition, athletes in every grade level and level of competition must complete a medical history and other forms published by UIL and CCISD annually.

These forms can be accessed/completed at <http://corpuschristiisd.rankonesport.com>.

Awards and Honors (All Grade Levels)

Honor Roll Recognition

Procedures identified in Board Policy EID(REGULATION) are utilized for students to qualify for honor roll recognitions in all schools on six-week by six-week basis depending on the grading system:

General Provisions — Students shall be recognized for the Distinguished Honor Roll when all numerical grades are 90 or above. Students shall be recognized for the Exemplary Honor Roll when numerical grades are at 80-89 and at least one grade is 90-100. Students shall be recognized for the Recognized Honor Roll when all numerical grades are 80-89. Principals have discretion on awards and recognitions to be given.

Elementary — Honor Roll recognitions shall be for students in Grades 1-5 and magnet schools with grade 6 and shall be for all qualifying students regardless of functioning level. Students will maintain an exceeds expectation ("E") or a Satisfactory ("S") grade in all non-numerically graded subjects, with the exception of Handwriting, in order to qualify for Honor Roll recognition. Handwriting is not factored into honor roll recognition. Honor roll

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recognizes numerical grades; therefore, behavior will not be considered for honor roll purposes, although will be addressed through intervention. Consequently, citizenship will not affect recognition for honor roll. Citizenship award may be considered at principal's discretion.

Secondary — Honor Roll recognitions shall be for students in Grades 6-12. Honor Roll recognitions shall be for all qualifying students regardless of functioning level.

Students denied credit because of excessive absences shall not qualify for Distinguished, Exemplary, or Recognized Honor Roll recognition.

Perfect Attendance Recognition

Because student achievement is directly related to school attendance, schools sponsor various programs and activities that stress the importance of daily attendance. Recognizing students who have perfect attendance (present each school day) is one way of doing this.

Guidelines are in place to determine perfect attendance recognition. For local perfect attendance recognition purposes, students shall be in school for the entire instructional day.

If a student is absent for one of the reasons listed at Exceptions at FEB(LEGAL), the absence will not count against the student when determining perfect attendance.

Students with absences due to a communicable condition must meet the following criteria: the student is unable to attend school because of a temporary medical condition. In addition, one of the following requirements must also be met:

- The student's temporary medical condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.
- The student has a positive test result for a communicable condition listed in Title 25 TAC §97.7.

For students who meet the required criteria above, as determined by campus/District personnel, the student's absence during this time will be marked as an excused absence. Absences during this period will not affect a student's status for perfect attendance recognition.

A student who is absent from school for more than 15 minutes is considered missing part of a school day (for example: tardy in the morning or picked up early in the afternoon) which is counted as a partial day absence. A partial day absence will prevent a student from receiving perfect attendance recognition.

The incentive programs used by the school are at the discretion of the campus principal (for example: ribbons, certificates, etc.)

Graduating seniors who have documentation from schools they have attended which shows perfect attendance for their entire school career (Kindergarten-Grade 12) will receive special recognition from the Board of Trustees at the end of their senior year.

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It is the responsibility of the parent/guardian to alert the high school principal or counselor no later than April 1 of the student's senior year that the student may be eligible for school-career Perfect Attendance honors. It is the responsibility of the school principal to alert the Superintendent's Office by early May that the senior is a candidate for recognition by the Board of Trustees.

Bicycles

Students who ride bicycles to school should obey city and state laws and should ride with the traffic, ride in single file, ride with only one person per bicycle, and use arm signals before turning. Bicycles must be walked on the school grounds during school hours. For security reasons, students are encouraged to chain and lock their bicycles to the appropriate racks provided by the school. The District is not responsible for loss or damage to bicycles.

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

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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 about 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 campus principal.

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If a student believes that they have experienced bullying or witnessed 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 via the "Speak Up for Safety" incident reporting system. Concerns can be reported by calling or texting (361) 631-1011 or by emailing speakup@ccisd.us.

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 meet the definition of bullying.

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

A copy of the District's bullying policy is available in the principal's office, Superintendent's office, and on the District's website, and is included at the end of this handbook as an [appendix](#).

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, 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.]

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

The District offers career and technical education programs to students in Grades 6-12 utilizing career clusters in the following areas:

- Agriculture, Food & Natural Resources
- Architecture and Construction
- Arts, Audio Video Technology, and Communication
- Business, Marketing, and Finance
- Education & Training; Energy
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Service
- Manufacturing
- Engineering
- Transportation, Distribution, and Logistics.

Admission and enrollment to these programs is based on Grade Level. Students enrolled in Programs of Study receive hands-on learning that prepares for high demand careers. Students have opportunities to earn industry-based certifications, participate in pre-internship programs, and earn dual credit hours. For specific information regarding CTE Programs of Study please reference the CCISD Course catalog or contact your campus counselor.

It is the policy of Corpus Christi ISD not to discriminate 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.

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

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Corpus Christi ISD 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 at (361) 695-7408 and/or the District's Section 504 coordinator at (361) 878-2680.

Celebrations (All Grade Levels)

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

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

[See **Food Allergies (All Grade Levels)**]

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

The District has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at <https://www.ccisd.us/page/essasce>. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

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

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

Physical abuse

Possible warning signs of physical abuse include:

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

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- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

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

Description and Warning Signs of Trafficking

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

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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
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

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

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

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

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp) (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (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/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-america-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-america-schools>)

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

A rank in class is provided to high school students as a measure of academic standing at a specific point in time and will be calculated in accordance with EIC(LOCAL).

The Valedictorian and Salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District's class rank procedure.

The local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

However, an early college high school student who is classified as a sophomore, junior, or senior and who transfers to a traditional comprehensive District high school or returns to the student's home high school shall not be eligible for consideration as the highest-ranking graduate for this purpose.

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[See policy EIC for more information.]

Class Schedules

Minimum School Day

Students in Kindergarten-Grade 11 shall have a school day of at least 440 minutes, including recesses. Seniors may be scheduled for fewer than 440 minutes of instruction, with the permission of the principal, but should not be scheduled for fewer than 240 minutes. Seniors must be in attendance during the official attendance accounting period.

The school day for elementary students (Kindergarten-Grade 5) is generally 7:50 a.m.-3:10 p.m. The school day for middle school students (Grades 6-8) and high school students (Grades 9-12) is 8:50 a.m. - 4:10 p.m. High schools may offer programs for which classes will begin at 8:00 a.m. Parents/guardians are advised to contact the school before the school year begins to verify school hours.

Daily School Schedules

Daily school schedules are determined by each school, within District parameters, through the planning and decision-making process. The traditional schedule (six or seven class periods) is in place at the high school and middle school levels.

A student must be enrolled for at least two hours (120 minutes) of daily instruction to be considered in membership for one-half day and for at least four hours (240 minutes) of daily instruction to be considered in membership for one-full day (two-four hour rule).

For purposes of daily student attendance accountability, the District may designate a specific time in the morning or afternoon when official attendance is recorded.

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 (Middle/Junior High and High School Grade Levels)** 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 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks on the ACT assessment; or earns on the SAT assessment a qualifying score of 480 on the Evidence-Based Reading and

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Writing (EBRW) test and a minimum score of 530 on the mathematics test (no combined score)

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 their class.

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

As required by law, the District will provide written notice about 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 (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, dual enrollment (UT OnRamps), Advanced Placement (AP), International Baccalaureate (IB)

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- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Del Mar College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on TSI readiness for dual credit courses and acceptance into the International Baccalaureate program for IB courses. AP and dual enrollment (UT OnRamps) courses have open enrollment

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

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

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

All these methods have eligibility requirements and must be approved before 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 Program

To participate in the Dual Credit Program, students must meet eligibility requirements specified by the partnering college/university.

The Dual Credit Program enables high school students to earn college credits while completing requirements for high school graduation.

Dual Enrollment: OnRamps

To participate in Dual Enrollment UT Austin OnRamps program, students must meet eligibility requirements specified by UT Austin and must also meet minimum requirement of the course as specified by CCISD.

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OnRamps works through a dual enrollment model. Students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher.

Credit from The University of Texas at Austin is earned via the University Extension within the TEXAS Extended Campus. OnRamps courses do not require admission to the University but are aligned with courses taught to UT Austin's residential students. A University faculty member develops, designs, and oversees each course in accordance with departmental rigor and quality. UT Austin faculty serve as instructors of record and evaluate students' progress according to University standards.

OnRamps seeks to increase the number and diversity of students who engage in learning experiences aligned with the expectations of leading research universities.

Students should request enrollment in OnRamps courses when they select their classes for the next academic year. Requests must be made before the school year begins.

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 completing the Registration-Returning Students Online Enrollment form at Corpus Christi ISD Enrollment (www.ccisd.us) at the beginning of the school year or by contacting the campus administrative office.

Automated Emergency Communications

The District will rely on contact information on file with the District to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

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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 (All Grade Levels)** for information about 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 grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.ccisd.us/page/board-policy and is attached to this handbook as an appendix. A parent may file a grievance by submitting the District grievance form to the campus principal. The District's grievance forms are available on the District's website at www.ccisd.us/page/board-policy and at the principal's or Superintendent's office. A parent may also submit a grievance electronically by completing the attached complaint form and emailing to Legal@ccisd.us.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the Superintendent or Superintendent's designee.

If the concern is still unresolved, the District provides a process for parents and students to appeal to the Board of Trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the District's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

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

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During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the District amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator (CBC) responsible for maintaining student discipline and shall monitor disciplinary referrals to report to the campus' threat assessment and safe and supportive school team. For the campus behavior coordinator at each campus, please contact your child's campus directly.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. CCISD parents will be allowed to have lunch with their student(s) after Labor Day; however, outside deliveries such as food, gifts, etc. will not be allowed.

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 the guest.

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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.

Any social event sponsored by a school, a student or parent organization, or a class must have the approval of the principal. District regulations stipulate that not more than two parties are allowed each year on an elementary campus.

Middle schools may sponsor two socials per year. When these parties or socials are held, it is at the discretion of the principal. School sponsored proms are not permitted at the middle school level. Administrative Regulation FMD(REGULATION) states that elementary schools may not hold school-sponsored dances.

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/Junior High School Grade Levels

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

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

High School Grade Levels

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

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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 about:

- 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** for more information.]

Career Counseling

The school counselors assist students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed post-secondary decisions. Counselors help students understand the relationship between personal qualities, education, training and the career success.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should visit the campus counseling office and make a request to see a counselor. 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 (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**]

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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

Credit-by-Examination (CBE) is offered to students as a means of accelerating, and for credit and grade recovery.

A student may not attempt to earn credit by exam for a specific high school course more than two times [§74.24 (c) (6), EHDC(LEGAL)]. Students must request CBE testing on the official District application form that will be available at all campuses.

The counselor and the principal of the student's home school must verify on the application form that the student has met the CBE eligibility requirement.

If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student completes the course. Students are limited to one CBE attempt per testing window, per content area.

The Credit-by-Examination Program provides students in Grades 1-12 with an opportunity to obtain credit for a grade level or a subject. Testing of eligible students is conducted five times throughout the year--in the fall, spring, and summer for middle and high school students and in the summer for elementary students.

Information about testing dates is available at each campus or from the Office of Assessment and Accountability (361) 844-0396. Students entering Grades 1-12 must meet eligibility requirements as outlined on the formal applications available at each campus.

The calculation of class rank shall exclude any course credit earned through credit by examination, with or without prior instruction. Duplicate courses, which are courses that a student repeats after having already earned credit, shall not be calculated into class rank calculations.

CBE earned for high school credit in grades 6, 7 and 8 will be entered in the student's transcript. The high school credit awarded will be used to calculate the un-weighted college grade point average (GPA), but will not be used to calculate the weighted GPA for rank. For reporting purposes, grade 8 students are not classified as a grade 9 student until the first calendar day of instruction of their high school year.

CBE earned for high school credit in grades 9, 10, 11, and 12 shall be entered in the student's transcript. The high school credit awarded will be used to calculate the un-weighted college grade point average (GPA), but will not be used to calculate the weighted GPA for rank.

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For more information regarding class rank or GPA, refer to Board Policy EIC(LEGAL) and EIC(LOCAL).

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. [See **Attendance for Credit or Final Grade (All Grade Levels)**]

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

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

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

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

The examinations offered by the District are approved by the District's Board of Trustees. Testing windows for these examinations will be published in District publications and on the District's website. A student may take a specific examination only once per testing window. Some CBE subjects require project completion and/or required readings prior to testing. Students must be enrolled in CCISD in order to take CBE administered in the District. Students should not apply for courses in which they are currently enrolled.

The only exceptions to the published testing windows will to accommodate a student experiencing homelessness or a student involved in the foster care system.

If a student plans to take an examination, the student or parent must register with the school counselor no later than the due date stated on the respective application. [See policy EHDC for more information.]

Kindergarten Acceleration

A student is enrolled in the District's kindergarten program and is not six years of age on September 1 may be placed in grade 1 if the following criteria are met:

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- The student obtains a percentile rank of 90 or above on the District's readiness test for grade 1.
- The principal recommends placement in grade 1.
- The student's parent or guardian gives written approval for placement.
- The Chief Officer for Accountability and Student Support Services concurs with the principal's recommendation for placement in grade 1.

Students in Grades 1-5

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

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A District administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Grade advancement test opportunities are only available in May and July. Students in grades 1-8 taking CBE for Grade Level Acceleration must apply for all 4 core area tests (English/Language Arts, Math, Science, and Social Studies), and score a least an 80 on every exam. Students will take English/Language Arts and Mathematics in May, and Science and Social Studies in July.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

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

Middle school examinees may take CBE for any course offered but can only receive high school credit for Languages other than English (LOTE), Algebra I, Algebra II, and Geometry.

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.

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

Dating Violence

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

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

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

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

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

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

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Sex-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

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

Please contact Jessica Albert, Director of Pregnancy Related Services, at (361) 878-7380 for pregnancy-related accommodations.

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Retaliation

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

Reporting Procedures

Any student who believes that they have 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 the FFH series of policies and FFH(EXHIBIT) for other appropriate District officials to whom to make a report.]

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

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

Investigation of Report

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).

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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 (All Grade Levels)**]

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.

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the District or by another district or school to earn course credit for graduation.

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

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

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the Office of Curriculum and Instruction at (361) 695-7517.

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

Posting/Distribution of Materials

Permission of the school principal must be obtained before students can post or distribute material or media on school bulletin boards or property. [See policies at FNAA].

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.

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Nonschool Materials

From Students

Students must obtain prior approval from the school 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 principal has designated a 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.]

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Office of Communications for prior review. The chief communications officer will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policies DGBA or GF for more information.]

Each campus principal shall designate the times, locations, and means by which non-school literature that is appropriate for distribution may be made available or distributed to students or others at the principal's campus.

The chief communications officer shall designate the times, locations, and means for distribution of non-school literature at District facilities other than school campuses.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a

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noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from District property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

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

- Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that may cause disruption of or interference with classroom instruction.
- "Standardized Dress" is defined as dress that adheres to certain guidelines concerning tailoring and color options. The specific requirements to be implemented on a particular campus shall be determined on an annual basis by a campus committee composed of faculty, parent, and community representatives.
- Dress code requirements adopted by the Board of Trustees apply to all District campuses and facilities and to any locations off-campus where District students are receiving classroom instruction (e.g., official class field trips, internships, or other programs hosted outside the District).
- The following shall apply:
 1. Shorts, skirts, dresses, or jumpers must be no shorter than 2 ½ inches above the knee (width of a dollar bill).
 2. Leggings may only be worn underneath shorts, skirts, dresses, or jumpers.
 3. Shirts, t-shirts, blouses, and polo shirts with either a short or long sleeve that are free of pictures, emblems, or writing that is lewd, offensive, vulgar, obscene, gang-related or depict drugs, alcohol, or tobacco products. Garments must be solid and cover the midriff, lower back and chest and may not reveal undergarments.
 4. Jeans may be worn. Jeans must be "free of rips and tears" above the knee.
 5. Appropriate footwear must be worn. Closed toed shoes with laces (tennis shoes preferred). House or indoor slippers and lounge shoes are not permitted. Steel toed boots can only be worn when it is part of a course such as Career and Technical Education (only during instructional time).

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6. Hair must be neat, clean, and groomed. Religious headwear is allowed. Please consult with the campus principal. Head coverings such as welding helmets and steel toed boots can only be worn when it is part of a course such as Career and Technical Education (only during instructional time).
 7. Belts must be put through the belt loops on the pants and not be extremely long.
 8. Dangling key rings and chains will not be permitted. This includes chains attached to wallets, footwear, or backpacks.
 9. Appropriate earrings are acceptable. Gauges, plugs, spikes, or chains are prohibited.
 10. Hoodies are acceptable unless they are covering clothing that is against the dress code. Hoods on the hoodie may not be worn in the building.
 11. Backpacks: Clear plastic backpacks ONLY. Backpacks out of compliance will be taken up to maintain school safety.
 12. Pajama tops and bottoms are not permitted unless allowed by the campus administrator on specified days as an incentive.
- Final determination of acceptable dress and grooming rests with the principal or designee.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

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

[See policy FNCA(REGULATION)]

Dress Code for Graduation Events

Students participating in Graduation Ceremonies shall only wear District approved stoles and chords. Graduation hats shall not be decorated.

Dress Code for Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the *Student Code of Conduct*. [See FO series].

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All schools in the District have the right to establish specific criteria and guidelines, in addition to the District's standards. Students are expected to follow all guidelines involving attire.

Toileting and Personal Hygiene Assistance

Independence with toileting is not a requirement or criteria for placement or attendance of school, and the District understands that accidents may happen with early learners. On those occasions, each campus will partner with parents to provide the best learning environment for all students. Below are guidelines for parents of prekindergarten or kindergarten students enrolled in Corpus Christi ISD.

Soiled Pants/Wet Pants While at School

- If a child wets or soils their pants while at school, the campus staff will notify the child's parent or emergency contact. Children will never be left alone or unmonitored, so the paraprofessional or other principal designated campus personnel will assist with toileting assistance, cleaning up accidents, and changing the student's clothing as needed.
- Students will be cleaned up and changed in the nearest restroom and the soiled clothes will be sent home in a plastic bag.
- Parents may send an extra set of clothes to be kept at school in case their child has an accident. In addition, the school will also provide disposable pants or a change of clothes if need.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

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

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- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological or Psychiatric Evaluation**]

If you want to know more about partnering with the District regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Thomas Molina, Chief Technology Information Security Officer, and HelpDesk@ccisd.us.

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

Computer Resources

Computer Access/Internet Access

Students are provided access to computers and related technology for the purposes of developing technological literacy and achieving mastery of the Texas Essential Knowledge and Skills (TEKS).

With access comes student responsibility to use the equipment carefully and appropriately. Computers are configured to a District standard. Configuration standards are established for ease of computer management and shall not be altered by students. Computers are District property and are to be used responsibly by students.

A particularly powerful component of computer usage is access to the Internet. The responsibility for using the Internet appropriately includes four components:

1. District-installed software which blocks identified inappropriate sites
2. Student acknowledgment of acceptable use guidelines
3. Teacher supervision
4. Student self-monitoring

The District technicians have taken action to block inappropriate sites; however, no software can be fully effective. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner.

The Online registration system and the Student Handbook has an agreements section that contains the District's policy on acceptable use of the District's technology resources, and must be acknowledged by the student and parent/guardian giving permission or denying permission for your child to participate in the District's technology resource system. This form should be submitted to your child's school within 5 days of enrollment. If the form is not returned, permission is assumed granted. In the future, if you choose to change the permission you have granted (give permission nor deny permission), please submit an

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updated form to your child's school. See Appendix – "Student Agreement for Acceptable Use of the District's Technology Resources."

Students are responsible for appropriate and ethical behavior on the Internet just as they are in a school building. School rules for behavior and communications also apply to computer use. Students found accessing inappropriate sites may be denied technology access for the remainder of the school year. Additionally, violations may result in restricted access including, but not limited to, revocation and deletion of existing data files or folders. See CQ policies.

Possession and Use of Personal Communications Devices (PCD), Including Cell Phones and Other Electronic Devices

In accordance with House Bill 1481, a student will not use a personal communication device (PCD) – defined as a cell phone, tablet, laptop, smart watch, smart glasses, headphones, earbuds, or any other electronic device capable of telecommunication or digital communication - on school property during the school day. Upon entering a CCISD school building, all personal communication devices must be turned off and stored in the student's backpack or turned over to the front office for secure storage until the end of the school day. All personal communication devices must remain turned off and stored until the final school bell after the last period of the school day FNCE(LOCAL).

A student who violates this policy or any regulation shall be subject to the progressive discipline techniques listed below:

1st Offense

- The personal communication device is confiscated by the administrator, is securely stored on campus, and is documented in the discipline system
- The administrator notifies the parent or legal guardian of violation of policy
- A parent or legal guardian must pick up the device during normal school hours

2nd Offense

- The personal communication device is confiscated by the administrator, is securely stored on campus and is documented in the discipline system
- The student may be assigned to ISS for up to 1 day
- The administrator notifies the parent or legal guardian of violation of policy, including any consequences
- A \$15 fee must be paid to retrieve the device
- A parent or legal guardian must pick up the device during normal school hours

3rd Offense

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- The personal communication device is confiscated by the administrator, is securely stored on campus, and is documented in the discipline system
- The student may be assigned to ISS for up to 2 days
- The administrator notifies the parent or legal guardian of violation of policy, including any consequences
- A \$15 fee must be paid to retrieve the device
- A parent or legal guardian must pick up the device during normal school hours

A student shall be authorized to use a PCD in a CCISD school building during the school day, only under the following circumstances:

1. The student's use is necessary for implementation of the student's individual education program, or a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District's of campus' safety protocols.

If a personal communication device that has been confiscated is not retrieved by a parent or legal guardian within 90 days, the District shall dispose of the device after providing the notice required by law FNCE(LOCAL).

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

The District is not responsible for damaged, lost, or stolen communications devices.

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. See Appendix – Student Agreement for Use of Personal Devices on the District's Technology Network.

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.

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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" Bullying and Sexting 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.

Student Technology Devices – Student/Parent Agreement

As we work to provide each student with equitable access to technology, students in grades K-12 will have access to a 1 to 1 device to support their learning. Students in grades K-2 will have access to classroom device sets. Students in grades 3-5 will have individually assigned classroom devices for use during school hours with the option to take the device home at parent request. Students in grades 6-12 will be issued a device for use both at school and at home. These students will be responsible for bringing their assigned device to school each day to support instruction.

The Technology website (<https://www.ccisd.us/page/student-technology>) includes information for students and parents/guardians regarding student devices. Please read the information contained on this website carefully as it provides valuable information that will assist students and parents/guardians in understanding many of our policies and requirements. The website includes information of parents describing the option to participate in a *low-cost insurance program* to cover the costs of loss or damages to the devices.

Parents/guardians should review the following with their student and are expected to:

- Be responsible for the device loaned to me and take good care of it.
- Know where my device is always; I will not leave it unattended (including power cord).
- Bring my fully charged device to school every day I am in attendance.
- Keep my device in the condition I received it; I will not alter any surface or inventory tags.

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- Report damage or need for service immediately and will not attempt to repair the device myself.
- Keep my login, password and other personal information private.
- Not use my device to bully, harass, or intimidate others.
- Not attempt to avoid or bypass a content filter installed by CCISD.

Parent/Guardian Acknowledgement:

- I am responsible for devices lost, stolen, or damaged as outlined in the Student Technology website.
- The device remains the property of CCISD and is subject to inspection at any time.
- My student and I are to follow the expectations outlined in Board Policy, District procedures, and handbooks. I understand that violating these guidelines may result in disciplinary action.
- My child must return the device and power cord in good working condition upon request or at the end of the school year or upon withdrawal out of CCISD or transfer to another CCISD school.
- We will discuss online safety and digital citizenship at home and will follow the student's safety at home guidelines outlined in the Student/Parent Handbook.

Technology Etiquette and Student Violations

Network storage areas may be treated like school lockers. Technology staff/teachers may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files are private. All communication and information transmitted by, received from, or stored in District systems are the property of the District and will not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational purposes. In addition, all e- mail correspondence is subject to open records requests. The rules listed in this section are not all inclusive, but are only illustrative and representative. Violations may result in a loss of online access, disciplinary action, and legal action.

The following are not permitted:

- Using the resources for any illegal purpose, including threatening school safety or threatening the safety of others.
- Accessing the resources to knowingly alter, damage, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy.

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- Damaging electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable.
- Disabling or attempting to disable or bypass any Internet filtering system.
- Using someone's account without permission.
- Sharing an identification or password with another person.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Using resources to engage in conduct that harasses or bullies others.
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting."
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Posting personal information about yourself or others, such as addresses, phone numbers, or photographs, without permission, or responding to requests for personally identifiable information or contact from unknown individuals.
- Making appointments to meet in person people met online. If a request for such a meeting is received, it should be immediately reported to a teacher or administrator.
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder.
- Wasting school resources through the improper use of the District's technology resources, including sending spam.
- Downloading unauthorized applications, software, or any other material or gaining unauthorized access to restricted information or resources.
- Bypassing District firewalls or internet filters, or attempting to bypass such protections.
- Employing the network for commercial purposes, political activities, or private business.
- Installing, configuring, disabling, or removing network equipment, except by authorized staff from the technology services center (TSC).

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- Installing personal equipment on the District and campus network; District network equipment includes, but is not limited to, wireless access points, hubs, switches, routers, and computers.
- Plagiarizing material or information from any electronic technological resource.

Violations of technology etiquette may result in the loss of online access as well as other student disciplinary or legal action.

Responsible Use of AI Tools

Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.

Age Restriction and Parent Permission. The age limit of 13 years aligns with the Children's Online Privacy Protection Act (COPPA) regulations, which govern the collection of information from children under the age of 13 by companies operating websites, games, and mobile applications. Parents should provide written consent through a form that details what AI apps and platforms are being used, the purposes for which they are being used, and what data might be collected about their children during their use. This form should be easy to understand and accessible both in paper and digital formats.

To access more information, review the [2025-2026 Corpus Christi ISD AI Guidelines](#).

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may

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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.

Etiquette at Special Events

The guidelines and protocols related to special events and activities will be carried out while balancing student safety and health considerations. CCISD encourages families to talk about the health and safety protocol to keep everyone safe.

- Campuses can return to hosting full, in-person events. Parents and guests are welcome to attend assemblies, performances, and other functions to support their student.
- Pre-packaged goodies can be brought by students for school-approved events. This does not include drop-off of student lunches.
- Campus administration will follow all Corpus Christi ISD, TEA, UIL and governmental guidelines.

Students are expected to demonstrate appropriate behavior at all school activities and assemblies, both on or off the campus.

Listening carefully while teachers and/or administrators are giving instructions; following directions; obeying specific rules and guidelines; and demonstrating respect at all times are expectations of the District.

The playing of the National Anthem and the reciting of the Pledge of Allegiance require respectful behavior. When the flag is presented or displayed, all present should stand at attention facing the flag, with the right hand over the heart. Uniformed personnel should render the military salute.

Citizens of other countries should stand at attention. If the flag is not displayed, those present should face toward the music or podium and act in the same manner they would if the flag were displayed.

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.

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Parental Consent

State law requires the District to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the District. A parent may obtain consent forms for student clubs at their child's campus.

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

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.]

Student safety in extracurricular activities is a priority of the District. Parents are entitled to review the District's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

At the high school level, a grade check will be made at the end of the first six weeks and at all six-week reporting periods. At the middle school levels, a grade check will be made at the end of the first six weeks and then at all regular six-week reporting periods.

A student becomes ineligible for at least three weeks after the end of a reporting period in which the student received one or more failing grades. At the end of each three-week period following the date on which the suspension began, the District shall review the student's grades. The principal and each of the student's teachers shall make the determination concerning the student's grades and eligibility at that time.

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 plus one week of grace period.

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.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall not limit an eligible student's absences related to participation in extracurricular activities. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Student Organizations

Student organizations allow students to extend and reinforce their classroom learning, gain opportunities to practice democratic self-government, develop leadership abilities, and experience outstanding achievements. Information about campus/student organizations can be obtained from school principals.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. For a listing of specific school-sponsored clubs, organizations, or performance groups that hold elections and the election process, please contact the campus principal.

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Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, 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**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a District-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with the District's Activity Fund Manual and/or Booster Club-PTA Guidelines.

[See policies FJ and GE for more information.]

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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.

General Eligibility Requirements (All Grade Levels)

- a student who is at least five years old on September 1 of the current school year but is less than 21 years old by the same date
- a student who is at least 21 years of age but less than 26 years of age on September 1 of the current school year and has been admitted by your school District to complete the requirements of a high school diploma
- a student who is at least 19 years of age but less than 51 years of age on September 1 of the current school year and enrolled in an adult high school diploma and industry certification charter school pilot program
- a student who has a disability and who has graduated and meets with a high school diploma under 19 TAC other special education eligibility requirements
- from date of birth through age two, a child who has serious visual impairments, hearing impairments, or both and who meets other special education eligibility requirements
- a student receiving special education services who is 21 years of age on September 1 of a school year (This student is eligible for services through the end of that school year or until graduation, whichever comes first.)
- a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services (This student may be served through age 21 inclusive.)
- a student who is eligible for state-funded pre-K classes and meets the age requirement by September 1 of the current school year

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)

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

The District's grading and reporting procedures are available on the District's website at www.ccisd.us/page/general-resources, as Elementary Schools Grading and Reporting Procedures and Secondary Grading and Reporting Procedures. See [Elementary Grading and Reporting Procedures](#) and [Secondary Grading and Reporting Procedures](#).

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

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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**]

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.

Personal Graduation Plans will be completed for each high school student.

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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 their 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

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Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Health (beginning with 2023-2024 incoming freshman)	.5	.5
Electives	4.5	6.5
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.
 - A 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 which endorsement to pursue upon entering grade 9.

Endorsement/Program of Study Declaration of Intent

Students are required to declare an Endorsement and Program of Study (POS) during the ninth-grade pre-registration process. The signature of the student and the parent are required to participate in a CTE program. Students will use Naviance to complete a 4-year

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degree plan and declare a Program of Study and Endorsement. Parents will access Naviance to review their child's plan and provide a signature for approval. Students who wish to change their Program of Study are required to consult with their academic counselor and present the reason(s) for the desired change. The CTE Program of Study Change Form will need to be completed by the parent, student, and campus personnel. This form can be requested from the campus counselor. ***Note: The approval and signature of the student, parent, CTE teacher, academic counselor, CTE Department Head, and administrative designee will be required.***

PROGRAM OF STUDY COMMITMENT. Students are required to declare an Endorsement and Program of Study (POS) during the ninth grade pre-registration process. The signature of the student and the parent is required to participate in a CTE program. Students who wish to change their CTE Program of Study are required to consult with their academic counselor and present the reason(s) for the desired change, along with completing a District Program of Study Change Form. Reasons that will be evaluated include:

Changing to another Program of Study

Not meeting Program of Study's academic and other industry requirements

Program of Study not offered at current campus

Other (extenuating circumstances - requires CTE review and approval)

Changes to a program of study may affect completion of respective graduation endorsement.

- Early Childhood Development Center (ECDC)
- International Baccalaureate World School at Windsor Park ES, Baker MS, and Ray HS
- Metro E (Elementary School of Design)
- Metro P (Preparatory School of Design at Miller HS)
- Collegiate High School
- Branch Academy for Career & Technical Education
- Carroll High School, Miller High School, Moody High School, and Ray High School NJROTC

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).

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College and career counselors provide assistance with creating the FAFSA, completing the required applications, and connecting students to financial aid representatives from institutes of higher education to help provide further guidance.

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
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or 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 their rank in class.

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

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

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

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A student may amend their personal graduation plan. The school will update graduation plans electronically, and parents will have access to view changes.

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 their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the District will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

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Graduation Activities

Graduation activities will include:

- Rehearsal
- Ceremony

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

The following students and student groups shall be recognized at graduation ceremonies:

- Armed Forces or Military Recruits
- First in Family
- Perfect Attendance
- Permanent Honor Roll
- Top 10
- International Baccalaureate Diploma Candidates

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 (All Grade Levels)** 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 (All Grade Levels)**]

Scholarships and Grants

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

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

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 (All Grade Levels)** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The District is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on all District campuses:

- In case of injuries and/or illnesses during the school day, the school nurse is available as scheduled or on call to help. Students should request a pass from their teacher before going to the school clinic. The judgment of the nurse or principal, sometimes with the help of a parent/guardian, will determine whether a student should stay in school or be sent home.
- Parents should complete all emergency medical information for their student in the online registration process. Parents must note any special health concerns of the student in the medical information section. Parents should also notify the school

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immediately of any changes in the student's health and/or changes in home/work/cell telephone numbers of the adults listed.

- Emergency procedures will be followed according to District guidelines. Reasonable attempts will be made by school officials to contact the parent/ guardian when an emergency arises.
- Senate Bill 7 requires that each campus be equipped with Automated External Defibrillator (AED) and have trained staff at each campus. In the event of a life-threatening emergency where Cardiopulmonary Resuscitation (CPR) is indicated, the AED will be used with every incident according to American Heart Association guidelines. The District shall not be responsible for costs of treating injuries or illness nor does it assume liability for any costs associated with an injury or illness.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they 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, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services

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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 (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Provisional Enrollment

Provisional enrollment is a component of the rules adopted by the Texas Department of State Health Services (DSHS) for the minimum immunization requirements for school entry. Provisional enrollment allows a student meeting certain specific criteria to be admitted to school on a temporary basis for up to 30 days. During this 30-day period, the parent is responsible for ensuring that the student receives the necessary vaccine(s) as fast as is medically feasible, and/or providing a complete and current immunization record to the school. Texas schools are responsible for ensuring that immunization records are sent to requesting Texas schools within the 30-day period.

Provisional enrollment allows a student to enroll in school under the following situations:

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- **Transfer Students** - Students transferring from one Texas public or private school to another.
- **Homeless Students** - Students who are defined as homeless according to the federal McKinney-Vento Act, 42 U.S.C. §11434a.
- **Students In-Progress** - Students who have received at least one current dose of each specified age- appropriate vaccine required by the DSHS rules. To remain enrolled, students must complete the required subsequent doses of each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the District.
- **Military Dependents** - A dependent of a person who is on active duty with the armed forces of the United States can be enrolled provisionally for no more than 30 days if he/she transfers from one school to another and is awaiting the transfer of the immunization record.

Note: A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is considered “not in compliance” and the school shall exclude the student from school attendance until the required dose is administered.

Delinquent Doses

A student who is delinquent (past due) for a dose of any required vaccine is considered “not in compliance” and the school shall exclude the student from school attendance until the required dose is administered.

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.

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More information on head lice is available on 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 the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.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. Daily prescription medication, including morning dose, should be given at home by the parent/guardian unless specifically prescribed by the physician/ practitioner to be given during school hours. The first new dose of a new medication shall not be given at school. 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 their 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 requires a physician's order along with a parent request with signature to be administered during the school day. The District has a Standing Medical Order for specific over-the-counter medications, which include Acetaminophen, Ibuprofen, Naproxen, cough drops, and lip ointment. Any other over-the-counter medication will require a physician's order.
- 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.

Parent/guardian or another person having legal control of student must make arrangements with the campus nurse to pick up medications prior to the last day of school. Any medication left at school will be destroyed the following day.

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.

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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 they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their 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 (All Grade Levels)**]

Unassigned Epinephrine Delivery Systems

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 delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, 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 delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system 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 on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system 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 delivery system is available.

For additional information, see FFAC(LOCAL).

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Unassigned Opioid Antagonists (Secondary Grades Only)

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 believed to be experiencing an opioid-related drug overdose.

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

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

The Office of Guidance Services includes Student Wellness Interventionists (mental health professionals) who can provide short-term, solution-focused counseling in an individual or group setting. The Student Wellness Interventionists provide mental health promotion and early intervention by teaching evidence-based curriculum to the students. They also provide psychoeducation on a variety of topics such as substance abuse prevention, suicide prevention, social and coping skills, anger management, grief and loss, healthy relationships, and making positive choices.

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 campus counselor 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

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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 or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service** for the District's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the District's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** 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 prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

The District will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters 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.

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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 their child's physical fitness assessment conducted during the school year by contacting the principal.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

- A District athletics program
- District marching band
- Cheerleaders
- Drill Teams
- ROTC
- Any District extracurricular program identified by the Superintendent

This examination is required to be submitted annually to the District.

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

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

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

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

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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.

Vision, hearing, Acanthosis Nigricans, and spinal screenings are mandated by the Texas Legislature for students in specific grades. School nurses or certified screeners will conduct student screenings throughout the school year. Parents may choose to have the screening done by a physician and provide written results by September 25 to the school nurse.

Acanthosis Nigricans is a skin condition that signals high insulin levels in the body. The skin becomes coarse, thickened, and dark, usually at the nape of the neck. Acanthosis Nigricans is important because of the increasingly alarming rates of children developing Type 2 diabetes.

Acanthosis Nigricans screenings can help identify children who have high insulin levels and who may be at risk for developing Type 2 diabetes and other conditions such as cardiovascular problems, hypertension, increased cholesterol and triglycerides, and Polycystic Ovarian Syndrome. Screening will be done during the vision and hearing screenings.

Parents will be notified if screening results warrant further evaluation. Screenings are not intended to replace regular health care and medical check-ups by a physician or health care provider. Parents who object to spinal screening for religious reasons must submit an affidavit to the principal on or before the day of admission stating the objections to screening. Schools are required to have screening documentation on record to comply with the mandate.

Health screenings are mandated as follows:

<u>Grade</u>	<u>Screening</u>
Prekindergarten	Vision, Hearing
Kindergarten	Vision, Hearing
Grade 1	Vision, Hearing, andAcanthosis Nigricans
Grade 3	Vision, Hearing, andAcanthosis Nigricans
Grade 5	Vision, Hearing, andAcanthosis Nigricans
Grade 7	Vision, Hearing, andAcanthosis Nigricans
New students to a Texas school District	Vision, Hearing
Spinal screenings	Girls during grade 5 and grade 7 Boys during grade 8

[See policy FFAA for more information.]

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Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the District's website at www.ccisdu.us/departments/studenthealthservices for information regarding meningitis.

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

[See **Immunization (All Grade Levels)**]

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 Office of Food Services provides diet modifications to all students with disabilities certified by a licensed physician. For more information, please contact the Office of Food Services at (361) 844-0222.

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

[See **Celebrations (All Grade Levels)** 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

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as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The Director of Student Health Services, Veronica L. Sisk, BSN, RN, at (361) 878-2680 or campus nurse.
- The Director for Advanced Academics and Guidance Services, Bryan Davis, at (361) 813-7221 or school counselor.
- The Coordinator for Guidance Services, Leigh O'Neal, at (361) 878-2680 or campus Student Wellness Interventionists or mental health professional.
- The Coordinator for Section 504 and MTSS Programs and Services, Dr. Candi Callas, at (361) 696-4055.
- The local public health authority, Corpus Christi-Nueces County Public Health District, which may be contacted at (361) 826-7200.
- The local mental health authority, Nueces Center for Mental Health and Intellectual Disabilities, which may be contacted at (361) 886-6900.

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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 the central administration office and online at ww.ccisd.us/page/board-policy.

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

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

Corpus Christi ISD will provide high-quality, research-based professional development that provides ongoing opportunities for growth for administrators, teachers, and staff that enable us to achieve shared District goals and initiatives.

Corpus Christi ISD will build relational capacity and increase student achievement, while focusing on the social-emotional well-being of all students. Students and staff will participate in Capturing Kids' Hearts (at elementary), counselor character education lessons (at secondary), and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students emotionally.

Corpus Christi ISD will provide support for campuses in the implementation of Accelerated Learning Committees to provide action plans designed to accelerate learning and close achievement gaps for students who have failed to meet standards on STAAR/EOC.

Corpus Christi ISD will administer formative, diagnostic, SEL surveys, and curriculum-based assessments to gather formative student achievement data to drive instruction and to guide student interventions and enrichments.

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Corpus Christi ISD will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, bullying, conflict resolution, use of tobacco, and drug/violence prevention/intervention.

Corpus Christi ISD will offer CTE courses that apply to today's educational and employment needs (high-skill and high-wage in our local area based on research), count for core academic credit that satisfies the Foundation High School Program; as well as lead to industry certifications, and distinguished level of performance.

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

For more information about these procedures and access to the District Improvement Plan, please contact: Amanda Cameron, Senior Director for State and Federal Programs, 801 Leopard Street, Corpus Christi, Texas 78401, amanda.cameron@ccisd.us, (361) 695-7563.

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

During the preceding school year, the District's School Health Advisory Council (SHAC) held four (4) meetings. The District's School Health Advisory Council (SHAC) meets a minimum of four times during the school year. Additional information about the District's SHAC is available from the Office of Student Health Services at (361) 878-2680.

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 <https://www.ccisd.us/page/school-health-advisory-council>.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, 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: Dr. Jennifer Arismendi, Chief Officer for Special Education Programs and Services, 801 Leopard Street, Corpus Christi, Texas 78401, Jennifer.Arismendi@ccisd.us, (361) 878-2681.

Homework (All Grade Levels)

Elementary

While the District does not mandate homework, we do encourage students to continue practicing skills at home to extend their learning from the classroom. Home assignments are sometimes necessary to provide enough time for students to master subject matter and complete long-term projects. Activities provide practice on skills already taught in school.

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CCISD wants parents/guardians to be a part of their child's learning. Activities should provide experiences for your child to expand their understanding of skills learned at school. Activities can include listening to your child read or retelling a story, providing opportunities to read self-selected books independently, practicing math facts, measuring items using rulers and measuring cups, discussing details about their day in school, or utilizing educational online programs provided by the District (e.g., Imagine Learning or Learning.com)

Secondary

While the District does not mandate homework, we do encourage students to continue practicing skills at home to extend their learning from the classroom. Home assignments are sometimes necessary to provide enough time for students to master subject matter and complete long-term projects. Assignments may provide practice on skills already taught or prepare students to begin a new topic or part of the course. CCISD wants parents/guardians to be a part of their child's learning. Students who elect to challenge themselves by taking Honors, Pre-Ap, Advanced Placement, and Dual Credit courses may be required to complete homework as part of their rigorous coursework.

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

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- 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 their 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.

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

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon 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 their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

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

During Lunch

CCISD campuses are closed, requiring students to eat lunch on campus.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

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Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

The student is encouraged to speak with the 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 (All Grade Levels)**]

A student involved in an extracurricular activity must notify 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.

Students shall be permitted to make up assignments and tests without a grade penalty following an excused absence. Students who are absent due to suspension from school will be allowed to make up assignments and tests without a grade penalty. To support academic engagement, students must bring their district-provided device to each class every day. Failure to do so may impact the student's ability to submit assignments, which may impact their grades.

- A student will have equal to the number of days absent from class to complete all missed assignments.
- Being present and engaged is essential. Students who are identified as skipping class may not be permitted to submit assignments, which could result in a zero. Students will lose the opportunity to redo or retake the assignment for a higher grade.
- Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.
- Under extenuating circumstances, such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work.
- The make-up work policy for dual credit and continuing education courses will be determined by the college professor and should be available on the syllabus for each individual course.

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- Students may receive a zero for any assignment (including tests) not made up within the allotted time. Any assignment not turned in within the allotted time falls within the “Late Work” criteria.
- Work missed due to an unexcused absence may follow the “Late Work” criteria, based on teacher discretion.
- Teachers are not required to provide assignments prior to an absence.
- Dual Credit (including CTE) and Continuing Education courses will follow the higher institute (Del Mar College) make-up and late work assignment policies and procedures. Students can access this information on the course syllabus and enrollment packet.

See Elementary Schools Grading and Reporting Procedures at www.ccisd.us/page/general-resources.

See Secondary Schools Grading and Reporting Procedures at www.ccisd.us/page/general-resources.

Late Work

Students are expected to submit all assignments, including electronic assignments, by the date and time established by the classroom teacher. For assignments that are received after the date and time established by the classroom teacher, the student will receive a 10% penalty off of their grade per day for assignments that are received up to five class days after the established due date. Late work received on or after the fifth class day may receive a zero. Students who earn a failing grade on late work may not be able to redo/retake the assignment for a higher grade, based on teacher discretion. Honors classes (i.e., Advanced Placement, International Baccalaureate, etc.) may have different late work procedures. Teachers who teach Honors classes will follow the late work protocol outlined in the course syllabus. Dual credit (including CTE) and Continuing Education courses will follow the higher institute (Del Mar College) make-up and late work assignment policies and procedures. Students can access this information on the course syllabus and enrollment packet.

Extenuating circumstances may occur that are out of the control of the student, which prevent them from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the work. It is at the teacher’s discretion to grant the exception to the extenuating circumstance.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students attending the DAEP will be provided the opportunity to make up any coursework not offered during their placement.

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Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student 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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

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

The District's nondiscrimination policy and grievance procedures are in the FFH series of policies in the District's policy manual, available at www.ccisd.us/page/board-policy.

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The District has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment: Dr. Sandra Clement, Deputy Superintendent for Curriculum and Instruction, 801 Leopard Street, Corpus Christi, Texas 78401, (361) 695-7408, Sandra.Clement@ccisd.us.

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Dr. Candi Callas, MTSS/Section 504 Coordinator, Lozano ISC, 1761 Hudson Street, Corpus Christi, Texas 78416, Candi.Callas@ccisd.us, (361) 696-4055.
- For all other concerns regarding discrimination, see the Superintendent: Roland Hernandez, Ph.D., Superintendent of Schools, 801 Leopard Street, Corpus Christi, Texas, 78401, (361) 695-7405, Roland.Hernandez@ccisd.us.

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

Nontraditional Academic Programs (All Grade Levels)

Mary Grett Transition Center, located at 4402 Casteñon, services young adults with disabilities ages 18-21, to develop the skills and knowledge necessary for successful transition into the community and adult living opportunities. Transition services are based on each student's individual strengths, interests, preferences, and needs determined through person-centered planning activities. Instruction is provided (half-day or full-day) in the areas of self-determination, volunteerism, employment skills, adult living, and social skills. Classroom settings are located on campus and/or in various community settings as determined by the Admission, Review, and Dismissal (ARD) committee. 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, Zannette Hernandez, Special Education Coordinator for Transition Services (Zannette.hernandez@ccisd.us, (361) 878-7960).

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Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the District's website at: www.ccisd.us.

Working Together

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

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

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- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
 - BQA contact: Cindy Perez, Director, Office of Professional Learning, 801 Leopard Street, Corpus Christi, Texas 78401; cindy.perez@ccisd.us; (361) 695-7510.
 - BQB contact: Campus principal for respective campus. See Directory of Schools on the District's website at <https://www.ccisd.us>.
- 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) (All Grade Levels)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about District operations. Regular board meetings are held on the 2nd and 4th Mondays of each month in the Board Room of the CCISD Administration Building, 801 Leopard Street, Corpus Christi, Texas beginning at 5:00 p.m. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the CCISD Administration Building, 801 Leopard Street, Corpus Christi, Texas and online at www.ccisd.us. [See policies BE and BED for more information.]

Parents with questions about classroom activities, teacher expectations, lessons, or activities should first contact the teacher and then the campus principal.

Questions or concerns about campus activities should be brought to the attention of the principal immediately. Matters which cannot be resolved at the campus level may be brought to the attention of the Assistant Superintendents for School Leadership, the Superintendent, or other appropriate administrative offices.

Title I Program

The Corpus Christi Independent School District is fortunate to have the federally-funded Title I, Part A Program in your child's school. Title I is the largest federally-funded elementary and secondary education program and is designed to meet the needs of students who are in situations that place them at-risk for not obtaining a high school diploma. The 49 Title I campuses served in CCISD include 31 elementary schools, 10 middle schools, and 8 high schools. The identification is based on those campuses that have the highest percentage of students qualifying for free and reduced-price meals. For information on the schools served by Title I, contact the Office for State and Federal Programs at (361) 695-7528.

The Title I, Part A program provides supplemental resources to assist schools in offering high-quality educational programs that enable all children to meet the challenging state academic standards. The program supports are based on identified student and campus

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need in alignment with federal, state and district instructional goals. Additionally, the Title I, Part A program recognizes and seeks to leverage the importance of parent involvement in their child's education and so the program also provides opportunities for parents to take an active part in their child's education.

Notification to Parents of Teacher/Paraprofessional Qualifications

As a parent of a student at a CCISD Title I campus, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

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

You also have the right to receive information about your child's level of achievement on the State assessment (STAAR and End-of-Course tests). If you would like to receive any of this information, please contact your child's campus principal.

Parent/Teacher Compact

Parents and teachers work as partners for student performance and success. Parents and teachers pledge to student success through a Parent/ Teacher Compact. The compact is a written commitment indicating how all members of a school community – parents and teachers – agree to share responsibility for student learning.

The Parent/Teacher Compact addresses attendance and timeliness, classroom environment, dignity and respect, communication, rigorous instruction, high expectations, and accountability for all involved parties.

Parent Teacher Association (PTA)

The District recognizes the Parent Teacher Association and the Parent-Teacher-Student Association as valuable organizations which encourage parent and student involvement and support District, student, and campus activities.

Membership is voluntary and open to all interested persons. Membership dues and meeting schedules are set by each unit.

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The District suggests the following meeting schedule to enable PTA units to avoid conflicts with other schools' schedules:

- Elementary school PTA, first Thursday of the month;
- Middle school PTA, second Thursday of the month;
- High school PTA, third Thursday of the month.

Meetings of the Corpus Christi Council of PTA (CCCPTA), an organization under the auspices of the Texas PTA and comprised of individual campus PTA units, are open to all PTA members. Meeting dates are announced at the beginning of each school year.

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 \$5.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The District may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

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

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

[See policy EC for more information.]

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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

Elementary and Middle/Junior High Grade Levels

In grades 1-3, promotion is based on an overall average of 70 on a scale of 100 on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in reading and language arts (RLA) and mathematics.

In grades 4-5, promotion is based on an overall average of 70 on a scale of 100 on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in reading and language arts (RLA), mathematics, science, and social studies.

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies; however failure in a course taken for high school credit shall not cause the student to be retained.

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. The parent shall notify the campus principal regarding their request to retain their student. 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 (Grades 9-12 Only)**]

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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.

The parent shall notify the campus principal regarding their request to retain their student. 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 (All Grade Levels)**]

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 performance and absences in each class or subject are issued at least once every 6 weeks. Report cards are electronically generated. Parents/guardians are expected to electronically sign their child's report card found in Canvas Backpack.

All students will receive a Progress Report after the midpoint of the six week period (approximately 3 weeks). It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant decrease in grades. Parents/guardians will electronically access and sign their child's progress report found in Canvas Backpack.

Teachers follow grading guidelines that have been approved by the Superintendent pursuant to the Board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. [See **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The District may communicate academic information about a

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student electronically, including for progress reporting purposes. An electronic signature will be accepted by the District, but parents are entitled to request a handwritten signature of acknowledgment instead.

Progress Reports

Progress reports during a grading period keep parents and guardians posted on their child's grades and progress toward the Texas Essential Knowledge and Skills (TEKS).

Interim progress reports will be issued for all students at the end of the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. Progress reports are provided to parents/guardians electronically through Canvas Backpack.

The following is the link to parent video for accessing Canvas Backpack:

<https://drive.google.com/file/d/1MubWwCR6jukp7h-xkFL6WbUd8TyyE1nu/view>.

Grade Reporting Periods/Report Card Distribution Dates

Reporting periods and report card distribution dates are as follows:

All CCISD Campuses

End of Six-Week Grading Period; Report Cards Issued:

Friday, September 19, 2025; Friday, September 26, 2025

Friday, November 7, 2025; Friday, November 14, 2025

Friday, December 19, 2025; Friday, January 9, 2026

Thursday, February 12, 2026; Friday, February 20, 2026

Friday, April 10, 2026; Thursday, April 17, 2026

Thursday, May 28, 2026; Thursday, May 28, 2026 (elementary)

Thursday, May 28, 2026; Tuesday, June 2, 2026 (secondary)

*Dates are subject to change.

Parent-Teacher Conferences and Tutorials

Opportunities for student success are greatly enhanced when parents, families, and teachers work together. The school and individual teachers will notify parents of the necessity for a conference with the teacher(s) at the time the report card is issued.

When a student has a grade of 69 or below in any subject listed on the report card, the parent/guardian should contact the school to schedule a conference date with the teacher(s).

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Tutorial programs and other alternative strategies are available on each campus for any student failing or in danger of failing English language arts, mathematics, science, or social studies.

Citizenship (Personal and Social Development) Grade

Student citizenship (or personal and social development), reported in each grading period, is evaluated by the teacher and reported as “E” (Exceeds Expectation); “S” (Satisfactory); or “I” (Improvement Needed). Criteria for the citizenship is based on positive character traits such as practicing character traits of empathy, self-direction, teamwork, responsibility, respect, kindness, courage, perseverance, and integrity. Citizenship grades are not considered when determining Honor Roll recognitions.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

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 the 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 they are 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 before 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

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

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

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria (updated August 2023) as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**]

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 chief officer for special education programs.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

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

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- 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
- 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 Plan — 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** for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

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The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by District employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked throughout the instructional day unless the door is actively monitored by a District employee. [See CLA(REGULATION)].
- 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 calling or texting (361) 631-1011 or by emailing speakup@ccisd.us.
- 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.

Safe School Environment

CCISD campuses will be safe, secure, and violence-free places where all students can learn and achieve to their fullest potential. Therefore, drugs, weapons, profanity, verbal abuse, offensive physical contact and assaults are not tolerated. Students or adults who engage in these behaviors must accept consequences associated with these behaviors. To that end, CCISD has established the *Student Code of Conduct*.

Three basic beliefs are:

1. All students and adults will follow the discipline rules;
2. All students and adults will assume responsibility for making campuses safe, secure, and drug-free environments; and
3. All students and adults will show respect for self and others. This applies to conduct in the classroom, hallways, cafeteria, gym and school grounds, and at school-sponsored events.

This educational initiative is built on the premise that school safety is everyone's business—students, parents, teachers, campus and central office staff, the Board of Trustees, and the community.

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Students, staff, parents, and community members may report dangerous situations, threats of violence, gang activity, and vandalism 24 hours a day by calling Corpus Christi Crime Stoppers at 888-TIPS. In addition, students can report dangerous situations to their teacher or principal or via “Speak Up for Safety” by calling or texting (361) 631-1011 or by emailing speakup@ccisd.us.

Student Activity or Identification Cards

High school students are issued student activity or identification cards upon initial enrollment each year. Schools also may issue photo identification cards or badges to staff members. Student identification cards are subject to the following:

- The card is the official Student Activity Card and must be carried at all times on campus and at school functions.
- Failure to present the card upon request by any authorized representative of the school is a breach of regulation and subject to disciplinary action.
- Lost/misplaced cards should be reported immediately to the main office; a replacement fee is charged for a lost card.
- Students must present the card to vote in any school election and to check out books from the school library. The card may be used for admission to athletic and social activities.
- The card must be returned if a student withdraws from the school.

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.

Fire drills are held regularly to develop safety practices that will help students move quickly and in an orderly fashion to assigned safety areas during an emergency. At each elementary, middle, and high school, one fire exit drill per month will be conducted. If a campus is in session a portion of a month longer than 10 class days, a fire exit drill must be conducted. In addition, fire prevention instruction on fire safety must be presented to all students.

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Preparedness Training: CPR and Stop the Bleed

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

The District will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [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 all of the following requirements are met:

- The District has received written authorization from a person having the right to consent
- That person cannot be contacted
- 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 if 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. Students may leave school if an authorized adult, parent, or guardian arrives at the school's main office to pick them up.

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Rarely is it necessary for the District to close school because of inclement weather conditions. However, should weather conditions be such that parents suspect that schools might be closed, they should listen to local radio and television stations for official announcements, read the daily newspaper, access the District's website at www.ccisd.us, or check official social media accounts.

Announcements will be provided at the earliest possible opportunity. The Superintendent or designee is the only individual authorized to dismiss school early, cancel classes, or close school.

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: local media outlets, District and campus websites, emergency notification telephone system, and official District social media sites.

[See **Parent Contact Information** and **Automated Emergency Communications**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

Schedule Changes (Middle/Junior High and High School Grade Levels)

For the 2025-2026 school year, student-initiated schedule changes to add or drop a course will only be considered if requested during the first ten (10) school days of instruction of a course in grades 6–12. Dropping a course is considered a schedule change.

UIL requirements specify that for UIL participation, no student can be dropped or transferred from a course with a failing average later than the end of the fourth week of a reporting period without it being considered a failing grade for extracurricular activity eligibility purposes. This applies to administrator-, teacher-, student-, and parent-initiated schedule changes.

Administrative Schedule Changes

Administrator-, counselor-, or teacher-initiated student schedule changes may be considered at any time during the school year.

Parent Changes

Parent-initiated requests for class or teacher changes will be considered according to the guidelines listed below.

A principal may ask that the parent submit the reasons for the request in writing. A principal, upon having a conference or discussion with a parent, may grant or deny a parent request for a teacher change based on the following:

1. Number of students in classroom;
2. Teacher/pupil ratios;
3. Number of classes or sections available;

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4. Impact on campus schedules, instructional programs or instructional organization (academic teams, special programs, individual student schedule);
5. Impact on the assignment or reassignment of another student;
6. Additional reasons as determined by the principal; and
7. Time of year in which the request is made.

In all cases of student schedule changes, the decision of the principal is final.

School Emergency Procedures

CCISD is committed to the safety and security of students, faculty, staff and visitors on its campuses. CCISD will continue to follow the Standard Response Protocol and its emergency actions of Hold, Secure, Lockdown, Evacuate, and Shelter.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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The Emergency Operations Plan also includes communications with affected families and the community as soon and as often as possible. Please make sure your student's campus has your current phone number so you will receive any updates sent by phone or text. As appropriate, information may also be posted on official District social media accounts as well as announced in local media outlets.

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: Kristi Warnke, Office of Employee Benefits and Risk Management, at (361) 695-7212.

Mold

When mold of any kind is discovered in a District facility, proper cleaning, air quality testing, and other actions are taken to ensure that the building is safe for occupancy. Specific cleaning procedures will be followed, which may include assistance from an environmental consulting company for recommendations involving remediation. Questions about mold and mold remediation can be directed to the Office of Employee Benefits and Risk Management, (361) 695-7212.

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.

All schools in CCISD have been certified to serve all students FREE breakfasts and lunches through the Community Eligibility Program (CEP). This program qualifies schools based on individual household information obtained from their participation in other government programs.

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.

CCISD campuses are closed, requiring all students to eat lunch on campus. Lunch schedules are set and maintained by each school. Menus are announced at the school, through the news media, on the District's website, and on the District's app.

Good nutrition for all students is important. In order to help students and parents choose healthy foods, the nutritional value of foods served in the Corpus Christi Independent School District may be found online at www.ccisd.us. The District follows federal and state

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guidelines, Smart Snacks in Schools Guidelines, and food being served or sold on school premises during the school day. (For more information, see policy FFA and www.squaremeals.org.)

A variety of á lá carte food items are also available at the secondary level. The District will also be offering a limited á lá carte menu to the elementary campuses. Students may also bring their lunch if they desire but are discouraged from bringing glass containers and knives to cut food items.

Parents may also use our convenient, “FREE” online prepayment service <https://www.schoolcafe.com/CORPUSCHRISTIISD> to submit prepayments, view meal histories, check account balances and/or receive electronic notifications of low balances. Visa, Discover and Mastercard are accepted.

Through <https://www.schoolcafe.com/CORPUSCHRISTIISD>, parents can create a secure online account, manage their student’s money, view meal purchases for the week, and receive low balance and expired credit card notifications. Parents are strongly encouraged to continually monitor their child’s meal account balance.

Deposits can be given to the cafeteria manager who will credit the student’s meal account. Students may maintain funds in their meal account and thus avoid carrying cash each day by making deposits by cash, money order, or personal check. Insufficient funds checks will be sent to Paytek Solutions Check Recovery for collection.

At the secondary level, students use a pin pad to enter their student identification number for record keeping purposes and to access their account.

Because breakfasts and lunches are offered free to every student of the Corpus Christi Independent School District, no charges are allowed for meals or á lá carte purchases.

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

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

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that 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

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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 (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and Superintendent for other concerns about discrimination.]

[See policy COB for more information.]

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 about these policies and guidelines, see the school principal or contact the Office of Food Services at (361) 844-0222. [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

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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 Ricardo Reyes, the District's IPM coordinator, at (361) 878-1464, Ricardo.Reyes@ccisd.us.

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 must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

Committed to developing hearts and minds, Corpus Christi Independent School District provides access for all students to self-select and check out reading materials from the school library. CCISD libraries contain instructional resources that represent diversity of appeal and a variety of points of view that support the curriculum as well as titles to stimulate growth in factual knowledge, enjoyment of reading, and literary appreciation. The library is a resource center and collaborative workspace with books, technology, online databases, and other materials available to students for specific learning purposes. The District follows the Texas State Library and Archive Commission's standards for school library collection development. The library is open for circulation and student use during regular school hours.

Parents are the primary decision makers regarding their child's access to library material. The District encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child. Parents may also select alternative library materials for their child.

The Follett Destiny Parent Library Portal enables parents to notify the District of specific library materials they do not wish their child to check out or otherwise access for use outside of the school library. To access the Follett Destiny Parent Library Portal, go to www.ccisd.us and navigate to the Library Media Services webpage.

Additionally, parents will receive email notifications each time their child checks out a library book, including details such as the title, author, genre, and return date. Parents may also view their child's borrowing history and choose to restrict access to specific titles if desired.

Some materials in CCISD middle and high school libraries are designated as Young Adult. Young Adult is a category of fiction written for students approximately 12-18 years of age. Starting in the 2022-2023 school year, middle school students must obtain parent permission in order to check out books from the Young Adult section. This permission slip is

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linked to the online registration. Elementary students are not permitted to check out Young Adult titles, and these books are not part of our elementary collections. Parents of any age student may also limit the amount or type of books that their own children are allowed to check out from the library or waive circulation privileges entirely. For questions or concerns about the library, please contact the campus administrator.

For more information pertaining to CCISD Libraries:

- [Young Adult permission form](#)
- [Link to online library catalog Follett Destiny](#)
- [Link to AR Book Find](#)
- [Follett Destiny Parent Library Portal](#)

A parent may access the school's library by first submitting a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. A parent or guardian who wishes to access the library catalog of library materials for any school in the District can do so by visiting the District's website and navigating to the Library Media Services webpage.

The Board of Trustees has established a School Library Advisory Council (SLAC). At the first meeting of the SLAC, the members shall select a chair. The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties. The SLAC shall recommend to the Board a list of library materials for procurement. The Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials. The Board shall either approve or reject the library materials that have been donated or proposed for procurement. At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of the library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law. This list of proposed library materials will be posted on the CCISD Library Media Services webpage. The SLAC shall recommend to the Board for adoption the procedures for challenging library materials. If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form available on the District's website.

The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.

The District welcomes student and parent feedback on library materials and services. Parents may contact the campus principal and the campus librarian with questions or comments about their child's campus library.

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Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Some areas of the campus may be open to students before school. Students should check with campus administrators to determine what areas are open to a student before regular school hours.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

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

School Report Card

The District provides a School Report Card and Texas Academic Performance Report (TAPR) annually for each campus, which is available to parents and community mid-year. The following items are required by statute to appear on the report: state assessment performance, attendance rate, dropout rate, performance on college admission examinations, student-teacher ratios, and administrative and instructional costs per student.

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.

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The District may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The District may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]

The District is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, District officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and District policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to District policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on District property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a District official may conduct a search in accordance with law and District regulations.

District Property (All Grade Levels)

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in District property.

Students are responsible for any item found in District property provided to the student that is prohibited by law, District policy, or the Student Code of Conduct.

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Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the District reserves the right to subject students to metal detector searches when entering a District campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[See **Steroids (Secondary Grade Levels Only)**]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the District will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the District may turn the matter over to law enforcement. The District may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Special Campus Settings

The District's two special campus settings include the Solomon Coles High School and Education Center and the Student Support Center.

Solomon Coles High School and Education Center, located at 924 Winnebago, serves at-risk high school students who welcome a special setting because of their employment schedule, family responsibilities, or other challenges.

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The Student Support Center, located at 4401 Greenwood, is the District's disciplinary alternative education program (DAEP) for students removed from their home campus for disciplinary or behavioral problems.

Early College High Schools

CCISD and Del Mar College have partnered to form Collegiate High School and Harold T. Branch Career Technical Academy. Collegiate High School, in partnership with Del Mar College – Heritage Campus, focuses on promoting higher education. It is designed to provide students attending the opportunity to earn a high school diploma and a college associate's degree or up to two years of transferable college credit hours, within four to five years.

Harold T. Branch Career and Technical Academy is a high school in partnership with Del Mar College – Heritage Campus, Windward Campus, Oso Creek Campus, and the Center for Economic Development. Branch Academy serves students by means of a carefully crafted program of study that mixes the best of traditional and technology-based education. Students take the majority of their high school classes on site in conjunction with college-level courses offered at Del Mar College. Students attend morning and afternoon sessions at the school, and are expected to spend sufficient time outside of the school working to complete their certification requirements at Del Mar College.

Special Programs (All Grade Levels)

The District provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the respective department.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Bilingual and ESL Education

The purpose of the Corpus Christi ISD Elementary Bilingual Education Program is to enable Emergent Bilingual Students to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Corpus Christi ISD's bilingual program model serves students in both English and Spanish to prepare them to meet reclassification criteria and to be successful in English-only instruction.

A student classified as Emergent Bilingual 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

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

Corpus Christi ISD's English as a Second Language (ESL) program provides instruction in English for students who speak a language other than English and meet the criteria for Emergency Bilinguals who qualify for the ESL program through the Language Proficiency Assessment Committee (LPAC). The focus is to improve students' English language skills in listening, speaking, reading, and writing. The goal of the program is to develop competence in English while valuing the academic and cultural experience of the student. Instruction in this program is conducted in English.

Bilingual and ESL Program Sites

Bilingual Program with Feeder Campus	Bilingual Program Campuses	ESL Campuses
Mary Helen Berlanga Dawson Galvan Garcia Hicks Mireles Smith	Allen Calk-Wilson Cullen Place ECDC* Gibson Los Encinos Metro E** Moore Oak Park Windsor Park*** Shaw Zavala *PK Campus Only **Fine Arts Campus ***GT and IB Campus	Barnes Club Estates Fannin Houston Kolda Kostoryz Jones Menger Sanders Schanen Estates Travis Webb Yeager Bilingual students attend one of the program campuses.

For more information on services for Emergent Bilingual students, contact Ms. Maria Cavazos, Coordinator for Bilingual and ESL Programs, Office of Accountability and Student Support Services at (361) 695-7435.

Dyslexia Program

In Texas, the identification and instruction of students with dyslexia and related disorders is mandated and structured by two statutes and one rule. Texas Education Code, (TEC) Section 38.3 defines dyslexia and related disorders, mandates testing of students with

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dyslexia, provides instruction for students with dyslexia, and gives the State Board of Education authority to adopt rules and standards to administer testing and instruction.

Chapter 19 of the Texas Administrative Code (74.28) outlines the responsibilities of districts in the delivery of services to students with dyslexia.

Federal Laws Impacting the Dyslexia Program

In addition to the State law that specifically addresses dyslexia, Section 504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures for students. Section 504 procedures are implemented when it is determined that dyslexia substantially limits learning.

Dyslexia Instructional Program

CCISD's Dyslexia Instructional Program is designed to offer educational assistance in the least restrictive environment to any student exhibiting characteristics of dyslexia or a related disorder.

The Dyslexia Instructional Program is intended to serve the student who requires an intervention program in order to meet academic potential and to be successful in school. The program includes formal, as well as specialized, instruction to meet the needs of the student. The program supplements classroom instruction and is offered in a small class setting in which the major instructional strategies utilize individualized, intensive, multisensory methods.

For additional information about the elementary and secondary programs, contact the Special Education Coordinator, Dina Carlton, at (361) 878-2684.

HB 3928

HB 3928 became effective on June 10, 2023. The bill applies beginning with the 2023-2024 school year with exception that implementation begins on the first day of instruction of their 2023-2024 school year. Three major provisions as a result of this bill are as follows:

- If a student is suspected of having dyslexia and may be a child with a disability (i.e., a child with a disability and the need for special education and related services), an LEA must distribution to parents a form developed by TEA, explaining rights under the Individuals with Disabilities Education Act (IDEA) that may be additional to those under Section 504 of the Rehabilitation Act of 1973. This should be distributed at the same time as the Notice of Procedural Safeguards (NPS).
- It is no longer allowed to provide a distinction between standard protocol dyslexia instruction, a term defined in the current version of SBOE's Dyslexia Handbook, and other types of dyslexia instruction, including specially designed instruction.
- Section 504 committees will begin to review students' continued needs for dyslexia instruction as soon as possible but no later than the end of the 2024-2025 school year and refer those who continue to have a need for the program for special education evaluations. Also note that any student currently receiving this program through a

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Section 504 plan must receive a progress report at least once each grading period, which is communicated to the student's parent. The progress report is also required for a student with an IEP.

The State Board of Education is expected to update the Dyslexia Handbook to reflect these changes.

Gifted and Talented Programs

The Texas State Board of Education defines a gifted and talented student as one who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field (TAC 29.121). The District's Gifted and Talented Program, which is based on advanced intellectual ability, meets the needs of gifted learners by providing a continuum of services for identified students through Grade 12. The District's curriculum is differentiated for gifted students in content, product, and/or process with acceleration in pace and increased depth and complexity of study utilizing the International Baccalaureate curriculum.

The Texas Legislature mandates that every school district adopt a process for identifying G/T students and establish a program to serve identified students at all grade levels, Kindergarten through Grade 12 (TAC 29.122). Identification assessments consist of quantitative and qualitative measures that seek to determine a student's area(s) of giftedness. Annually, the District offers opportunities to parents, teachers, administrators, and students to apply for the G/T assessment. The CCISD G/T Committee meets throughout the school year to determine Kindergarten and 1-11 G/T. All District Kindergarten students are tested automatically but there is the option for parents/guardians to opt their student out of Kindergarten G/T testing. Parents are notified of the opportunity to enter the G/T Program for Grades 1-5 at Windsor Park Elementary School, the G/T Program for Baker Middle School for grades 6-8, and the G/T Program at W.B. Ray High School for grades 9-12. For additional information, contact the Office of Advanced Academics at (361) 695-7221.

Migrant Education Program

The District's Title I Migrant Education Program (MEP) is a federally funded program that identifies and serves migrant students in the District. The majority of migrant students in the District travel within the State of Texas, but a significant number migrate outside the State.

Economics is one of the main factors that forces families to migrate in search of temporary or seasonal work in the area of agriculture, dairy, horticulture, meat-packing, or fishing. MEP is designed to help migrant students overcome educational disruptions, cultural and language problems, and other factors that keep such students from doing well in school. For additional information, contact the Migrant Case Manager at (361) 878-2150.

Migrant Student Definition — A migratory student is defined as a student whose parent, spouse, or guardian has moved from one school district to another within the last 36 months

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to seek or obtain seasonal or temporary work in the area of agriculture, dairy, horticulture, meat-packing, or fishing.

Prekindergarten Program

A child who is at least three years of age as of September 1, is eligible for participation in the full-day prekindergarten program if at least one of the following criteria is documented:

- is unable to speak and comprehend the English language; or
- is educationally disadvantaged (which means a student eligible to participate in the national free or reduced-price lunch program); or
- is homeless, as defined by 42, U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
- is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
- is the child of a member of the armed forces of the United States, including the State military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
- is or ever has been in the conservatorship of the Department of Family and Protective Services (*foster care*) following an adversary hearing held as provided by Section 262.201, Family Code; or
- is the child of a person eligible for the Star of Texas Award as: a peace officer under Section 3106.002, Government Code; a firefighter under Section 3106.003, Government Code; or an emergency medical first responder under Section 3106.004, Government Code.

Registration is held prior to the start of the new school year. In order to register, parents/guardians must provide the following documents to determine qualification:

- Birth certificate or church baptismal/hospital record
- Child's Social Security card (if applicable)
- Proof of residency (recently paid rent receipt; current lease agreement; most recent tax receipt; current utility bill indicating the address and adult's name)
- Food Stamp or TANF case number
- Up-to-date immunization record
- Any court order in existence that pertains to the child

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If a student does not meet qualifications for PreK3 program, parents have the option to enroll child in a tuition-based PK if space is available. The cost of tuition for a student who does not meet the criteria for free enrollment is \$468.00 for non-CCISD employees' children and \$375.00 for CCISD employees' children.

For additional information about the Prekindergarten Program, contact the Curriculum & Instruction Office at (361) 695-7517.

School-to-Careers Program

Instructional activities in career awareness/exploration and career preparation are provided to students in Kindergarten-Grade 12.

Instructional activities are aligned with the Texas Essential Knowledge and Skills (TEKS). Specialized lesson plans have been developed by District counselors with community input.

Job shadowing, career field trips, and work-related experiences are arranged through local employers and require parent/guardian permission.

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.

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Student Speakers (All Grade Levels)

The District provides students the opportunity to introduce the following school events: Athletic Banquets, high school assemblies, and varsity football games. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer Bridge Program

The Summer Bridge program is designed for Prekindergarten and Kindergarten students who need targeted instruction to maintain learning through the summer month leading up to the next school year. Students recommended for this program will be identified in the spring semester and will be invited to participate in the program from their home campus.

Summer School (All Grade Levels)

Credit-Promotion-Recovery (CPR)

The CCISD summer school program is offered for elementary, middle, and high school students identified as needing to recover core content courses or retake standardized testing tests for promotion. CCISD summer programs are coordinated by the State and Federal Programs Office, Dr. Candi Callas, Coordinator for Summer School Services, (361) 696-4055.

Elementary and Middle School Programs

The elementary and middle school CPR Programs are housed at various campuses and staffed by teachers and administrators. Teacher assignments often include multiple grade levels and content areas. Student recovery performance recommendations are made to the campus principal who makes the final promotion/retention decision.

High School Program

The high school CPR Program is held at a different high school each summer. All core courses and a variety of electives are offered for recovery. Selected courses are offered for acceleration. Promotion/retention is contingent on the total number of credits earned during the regular school year as well as during the CPR Program.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence as determined by the Campus Behavior Coordinator.

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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)**.

Transfers (All Grade Levels)

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

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

The Board or its designee may assign and transfer any student from one school facility within the District to another facility within the District. [See Board Policy FDB(LEGAL)]. Students shall be assigned to schools in the attendance areas in which they reside.

Exceptions for students in grades K-12 shall be considered as follows: *Special Program Assignment* - Students may be assigned to schools for specialized instructional programming. Special program assignment requests must be submitted online to respective campus by the specified deadline. Designated special programs are as follows:

Baker Middle School

- International Baccalaureate Programme

Carroll High School

- [Agriculture, food, and natural resources - Animal Science](#)
- [Healthcare Therapeutic - Dental Science](#)
- [Transportation, Distribution, and Logistics - Maritime](#)

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King High School:

- [Design & Multimedia Arts - Fashion Design](#)
- [Arts, Audio/Video Technology, and Communications - Printing and Imaging Technology](#)

Miller High School:

- [Human Services - Cosmetology Dual Credit Program](#)
- [Science, Technology, Engineering & Math - Drone Unmanned Flight /Robotics](#)
- [Transportation, Distribution, and Logistics - Automotive](#)

Moody High School:

- [Science, Technology, Engineering, and Mathematics - Engineering \(PTECH\)](#)
- [Health Science - Nursing Science \(PTECH\)](#)
- [Manufacturing - Welding Dual Credit \(PTECH\)](#)
- [Science, Technology, Engineering & Math - Drone Unmanned Flight /Robotics](#)

Ray High School:

- [Agriculture, food, and natural resources - Plant Science](#)
- [Architecture and Construction - Construction Management and Inspection](#)
- International Baccalaureate Programme

<https://drive.google.com/file/d/1GYwqdH4coEHvDaILZs1SzKH6vuqkHSzw/view>

TRANSFERS.

Criteria for Acceptance of a Transfer - Criteria For Acceptance of a Transfer: In approving a transfer from one CCISD campus to another, the Superintendent or designee will consider the availability of space and instructional staff, the student's disciplinary history, attendance records and academic performance.

Student Transfer Applications - Become available **online** on the first business day in January each year through the Office of Admissions, Attendance and Student Support Services. The deadline to request a transfer is April 1, unless the District determines an emergency situation. The number of transfers granted will be based on availability of space at the requested campus and grade level. Slots will be filled by category priority order.

Transportation - Except as otherwise provided by state law, District policy, or Board action, transportation for a transfer student is the responsibility of the student and family.

Eligibility For UIL Activities - The approval for a CCISD transfer does not guarantee UIL eligibility for a student. Eligibility to participate in University Interscholastic League activities shall be determined by the rules that are established by the most current edition of the UIL Constitution and Contest Rules Handbook. Before you enroll your student/athlete at another Corpus Christi Independent School District (CCISD) school, please make sure you

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have met with the Athletic Coordinator or Non-Athletic Activity Sponsor (Music, Drill Team, Theatre, NJROTC, etc.) of the high school in your attendance zone.

Eligibility for Varsity Athletic Competition for high school students shall be in accordance with the Office of Athletics Guidelines for Varsity Athletic Competition. FMI: Office of Athletics at (361) 695-7650.

TYPES OF STUDENT TRANSFERS.

Administrative Transfer – A transfer may be initiated to assign a student to a different school for extraordinary conditions affecting the family or the school as determined by the Superintendent.

Employee's Children Transfer – A full-time CCISD employee's child may request a transfer to the campus at which the employee is assigned to or to a feeder school, or to the campus the employee chooses on a space-available basis if the employee is not assigned to that campus, excluding designated special program campuses.

Interdistrict Transfer (Out of District) – A nonresident student wishing to transfer into the District shall complete a transfer application each year. Transfers shall be granted for one regular school year at a time. Tuition has been waived for the 2026-2027 school year. Tuition rates are subject to change on a yearly basis. In approving a transfer to a CCISD campus, the Superintendent or designee will consider the availability of space and instructional staff, the student's disciplinary history, attendance records, and academic performance.

Medical Transfer – A medical transfer shall be considered on a case-by-case basis for severe medical need certified by a physician, psychologist, psychiatrist, licensed professional counselor, or licensed master social worker who has been providing professional services to the student for a minimum of 30 days.

Peace Officer Transfer – On request of a peace officer who is a parent of or person standing in parental relation to a student, the Board or the Board's designee shall transfer the student to another District campus or to another district under an agreement under Education Code 25.035.

PEG/AYP Transfer - A student may apply to attend another District school designated by the District if the school to which the student would be assigned by residence is a low-performing school as defined under the Public Education Grant program. PEG transfers shall not be accepted after April 1. [See FDAA(LOCAL) and FDB]

Safety Transfer – A student may request a transfer to attend a safe public school in the District if (1) the student attends school at a campus identified by TEA as persistently dangerous; or (2) if the student was a victim of a violent criminal offense while in school or on the grounds of the school the student attends or the victim of bullying or sexual assault. [See Board Policy FDB & FDE]

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Servicemember Transfer (an active duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard) – On request of a servicemember who is a parent of or a person standing in parental relation to a student, the Board or the Board's designee shall transfer the student to another District campus or to another school district under an agreement under Education Code 25.035.

Sibling Transfer – Available to a student whose brother, sister, stepbrother, or stepsister will be attending that school on an approved transfer, excluding designated special program campuses. The sibling must reside in the same residence. Sibling transfers shall also apply to students in prekindergarten.

The parents and students accepting transfers shall agree to abide by the school's standards for academic progress, attendance, discipline, and parental cooperation. Once granted, an intradistrict transfer continues in effect until the effective time expires, the student becomes ineligible under the transfer guidelines, or the transfer is revoked. The receiving principal may revoke the transfer during the school year. The parent must be notified in writing when the student is at risk of having the transfer revoked. Revocation of transfers during the final reporting period must be approved by the Superintendent's designee.

Revocation Of Student Transfer - An approved transfer may be revoked at any time for the following reasons:

- (1) If the student fails to attend school without an excuse on 10 or more days or parts of days within a six-month period in the same school year.
- (2) If the student fails to maintain satisfactory conduct in and out of classroom and while attending school functions.
- (3) If the student fails to maintain passing grades on two report card grading periods and/or fails to progress to the next grade level.
- (4) If the student fails to be punctual without excuse and/or picked up daily as per campus regulations on 10 or more days during a semester or 15 or more days during the school year.
- (5) If the student commits any other act considered by the principal to be prejudicial to the best interests of the school, subject to review and approval by the Office of Admissions, Attendance and Student Support Services.
- (6) If enrollment exceeds the teacher/student ratio mandated by law or policy. Students shall be reassigned to the home school.
- (7) If student fails to continue participation in special program in which their transfer was granted.

Continued Enrollment - If, during the school year, students move out of the school attendance zone, the parent(s) may apply to the principal for continued enrollment prior to

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the move. An approved request must be submitted to the Office of Admissions, Attendance and Student Support Services. Continued enrollment may be granted for the remainder of the current school year only.

Anticipated Move Enrollment - Parents may apply to the principal for anticipated move enrollment when a family who resides in the District has a home under construction or is waiting to occupy a residence they have purchased or rented in the attendance area assigned to that school. Documentation that indicates the expected date of occupancy must be presented to the school. An approved request must be submitted to the Office of Admissions, Attendance and Student Support Services. If the family does not reside in the attendance zone for that school within 90 calendar days, the student shall be withdrawn until a residence is established within that attendance area.

Appeal – A student denied a transfer may appeal in writing (Form – Appeal of Student Transfer) to the central office transfer committee within ten District business days of receiving notice of the denial. Objections to the committee’s determination may be appealed in accordance with FNG.

Responsibility of Parents – At the time of registration, the parent, guardian, or other person having lawful control of the student under order of a court must present proof of residency in the District as required by law. Examples of documentation that may be used to verify residence include: a current lease agreement or mortgage statement; the most recent tax receipt indicating home ownership; a current utility bill; or a government-issued photo identification card.

Students Enrolled in Violation of Board Policy - A student who enrolls in a school other than the one that serves the student’s attendance zone without an approved transfer shall be subject to immediate removal and subsequent placement in the student’s home school.

Abuse of Power of Attorney - A student must typically attend the school in the attendance zone in which the parents actually reside. The District understands that in cases of hardship, a power of attorney may be utilized so that the student may reside with a relative or friend of the parent. The abuse of a power of attorney to circumvent the transfer policy of this school district is not permitted. Legitimate use of the power of attorney is allowed, but cases of abuse or misrepresentation will result in the immediate return of the student to the proper home school. The fraudulent use of a power of attorney may result in further legal action by the District and a report to local law enforcement for possible prosecution.

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

Teachers or sponsors must secure written permission from the parent/guardian before any student is allowed to participate in a school-related field trip. Principals must ensure that all procedures and prerequisites according to policy have been reviewed and completed before approving field trip requests.

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Administrative policies are in place which address school-sponsored overnight trips by students and their sponsors/coaches. Students are expected to adhere to all University Interscholastic League (UIL) and CCISD policies as well as the District's *Student Code of Conduct*.

Unacceptable behavior will result in termination of competition or participation in the activity; expulsion from the team if applicable; suspension from school; and/or assignment to the Student Support Center. Parents/ guardians will be notified immediately, and the student will be returned home at the family's expense.

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 their 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 (All Grade Levels)**]

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 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 their 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's Transportation Department at (361) 695-7610.

Students are expected to assist District staff in ensuring that buses and other District vehicles are clean and safe. When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Students shall not use profane/indecent language on the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any District vehicle

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- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Be permitted on or off the vehicle only at authorized bus stops
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a District vehicle. Students and parents/guardians are reminded that the disruption of school bus transportation is a Class C misdemeanor pursuant to the Texas Education Code.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Meeting the Bus

Students are expected to assist the District in ensuring that transportation is provided safely. Students are expected to follow these rules:

- Students should be at their bus stop five minutes before the scheduled pick up time.
- While at the bus stop, students must respect the property of homeowners in the area.
- Students shall not stand on the traveled portion of the roadway or sit on the curb of the roadway.
- Students shall be at least 10 feet from the roadway while waiting for the bus.
- Students shall not run while crossing the street. They should cross at least 12 feet in front of the bus, never behind it.
- Students shall not run alongside a moving bus, but wait until the bus comes to a complete stop and then walk to the front door.
- Students shall enter the bus in an orderly fashion, in accordance with bus driver instructions.
- Students must wait for the bus driver's signal upon leaving the bus and before crossing in front of the bus.

Bus Route Information

Bus routes are designed to operate as efficiently and effectively as possible while still meeting the needs of the students. Bus routes and any subsequent changes are posted at the school and on the District's website.

- Transportation Operations staff will provide students with copies of new routes when changes are necessary. Normally, this will occur two working days prior to becoming effective.

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- No route changes will be made until after the second week of the new school year.
- If students do not use a bus stop for two continuous weeks, the bus stop will be automatically discontinued without notice to the parents. Parents must contact Transportation Operations staff to re-establish the bus stop.
- Students are permitted on or off the bus only at authorized stops and must ride their assigned bus.
- In an emergency, approval for students to be picked up or dropped off at an alternate bus stop must be provided in writing and signed by the campus principal or assistant principal and given to the bus driver when the student boards the bus.

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the District which reserves the right to search any vehicle at any time if probable cause exists. Loitering in and around vehicles is not permitted.

High school students are allowed to drive vehicles to school. They are required to purchase an annual \$5 parking permit at their school which allows them to park in areas designated for student parking. Any vehicle not displaying the proper permit may be subject to being towed at the owner's expense. If students plan to use their vehicles during school hours, they must have the principal's permission.

Student drivers have full responsibility for the security of their vehicles. A student driver is held responsible for any prohibited objects or substances that are found in the vehicle and will be subject to disciplinary action and/or arrest.

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 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.

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For more information or to request the installation and operation of this equipment, contact the principal or chief officer for special education programs and Services that the District has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student When Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a District employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked throughout the school day
- Comply with all applicable District policies and procedures

These requirements include all persons who are not employed at the campus, such as educators from other schools, central office personnel, members of the Board, parents, students from other schools, colleges or universities, organization representatives, etc. All visitors should be prepared to show identification.

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.

When visitors, volunteers, contractors/vendors check in, or parents arrive to pick up students during school hours, cooperation is required in presenting one of the following forms of identification:

- A valid driver's license
- Official state photo identification card from any state and many countries
- And/or a military identification card

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.

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

[See **Consent to Video or Audio Record a Student When Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Registered Sex Offenders

Unless present for the purpose of voting or attending Board meetings, and subject to greater restrictions that may be imposed under a court order, a registered sex offender, including a parent, wishing to visit school property must submit a written request to the Superintendent for permission to visit District property and must not visit District property until and unless written permission is returned by the Superintendent.

If permission is granted, the Superintendent will provide to the appropriate campus administrator written notification that includes the reason and expected duration of the visit.

When any visitor, including a parent, is identified as a registered sex offender during visitor registration, office staff will:

- Ask the visitor to remain in the office.
- Notify a building administrator immediately.
- Ensure the visitor does not leave the office without being escorted by school personnel.

When a building administrator is notified that an identified sex offender is on campus, he or she will:

- Contact law enforcement, if necessary, to confirm that the visitor is a registered sex offender.
- Determine whether the visitor has received written permission from the Superintendent to be on school property.
- Determine if the visitor is the parent of a child enrolled in the school.
- Determine, if possible, whether parental rights have been terminated

Unless present for the purpose of voting or attending Board meetings, a registered sex offender who is a parent will only be given access to a school campus for the purpose of:

- Transporting his or her child to or from school
- Picking up his or her child's assignments from the campus administrative office.
- Attending scheduled meetings or conferences with school personnel to discuss matters related to his or her child.

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- Attending ceremonies, competitions, or performances in which his or her child is participating.
- Serving as a volunteer in his or her child's classroom under constant, direct supervision by District personnel.

A parent who is a registered sex offender will not be permitted on school property if:

- The person's parental rights have been terminated.
- The person is prohibited by court order or conditions of probation from being present at school.

When a registered sex offender has written permission to visit District property, he or she must:

- Go directly to the campus administrative office for visitor registration.
- Complete a form at registration indicating that he or she is aware of the rules and agrees to abide by them.
- Be escorted and directly supervised by school personnel for the duration of the visit.
- Sign out at the campus administrative office upon departure.

School personnel will ensure that the registered sex offender leaves school property immediately after signing out.

If the campus administrator determines that a registered sex offender is on District property without written permission, he or she may:

- Escort the person off school property; and/or
- Notify law enforcement of the incident.

A registered sex offender is permitted to attend any Board meeting if he or she goes directly to the meeting site posted on the Board agenda, remains at the meeting site, and leaves District property immediately after the meeting. A qualified voter who is a registered sex offender is permitted to vote during voting hours at an official polling place on District property if he or she goes directly to the polling place and then leaves school property immediately after voting. [For more information see Policies GKC(LOCAL); GKC(REGULATION); GKA(LEGAL); GKA(LOCAL).]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

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- 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.

College and/or Career Access

During any College and/or Career Expo events or on regular school days, the District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students based on the nature of the event.

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 Department for Human Resources at (361) 695-7254 for more information and to complete an application.

The District does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and District procedures, other volunteers will be subject to a state criminal history background check, and 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.

Website and App

The CCISD website and app feature information about the District and its 53 regular and special campuses. Patrons may access the site at www.ccisd.us.

In addition to information about curriculum, operations, staffing and job vacancies, and current news, the site features a listing of all campuses and provides access to each

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campus website. The site also allows parents and students to log in and view the student's schedule, report card, assigned homework, and any interim progress reports.

New information is added frequently to the site. Questions may be directed to the Office of Communications at (361) 695-7410.

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.

The following procedures must be followed to withdraw a student from school:

- a. Notify the school within two (2) days of the withdrawal date.
- b. Specify the last day of attendance.
- c. Give a relocation address, city, State, and school name.
- d. Sign the withdrawal form (parent/guardian). Review all the information on the form for accuracy.
- e. Return all school property (books, equipment, instruments, etc.)

The school will issue a withdrawal form which contains this information:

- a. Current grades
- b. Attendance profile
- c. Immunization record
- d. Any outstanding debts (lost books, library fines, etc.)
- e. Pending disciplinary action

A student who has applied for a transfer, or who anticipates moving to the residence of a person other than the parent/guardian, should not withdraw from school unless he/she has obtained a transfer approval or a notarized *Power of Attorney* form and has completed all required paperwork at the campus.

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Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their 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 their 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.

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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.

Multi-Tiered System of Supports – "MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity" as noted by the Texas Education Agency from the Center on Response to Intervention at American Institutes for Research (2014).

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 beginning 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

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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.

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

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Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.ccisd.us/page/board-policy. Below is the text of Corpus Christi Independent School District'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 September 11, 2023.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

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Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying using the District's designated reporting system.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form using the District's designated reporting system.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify in writing a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify in writing a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

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Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify in writing the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable State and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

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Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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Appendix: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.ccisd.us/page/board-policy. Below is the text of Corpus Christi Independent School District's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on September 9, 2024.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or

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discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

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The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student’s or parent’s absence.

Response

At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer

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than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem. Upon receipt, the administrator shall forward a copy of the complaint form to the office of legal services.

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In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Any District employee who is a named subject of the complaint shall be provided notice of the complaint.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Any District employee who is a named subject of the complaint shall be provided a copy of the Level One administrator's written response to the student or parent.

The Level One administrator shall prepare and forward a Level One record to the office of legal services.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

Recordings of the Level One conference, if any, shall be maintained with the Level One record.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

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The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

Any District employee who is a named subject of the complaint shall be provided notice of the complaint.

After receiving notice of the appeal, the Level One administrator shall forward the Level One record to the Level Two administrator. The student or parent may request a copy of the Level One record. If the student or parent requests a copy of the Level One record, any District employee who is a named subject in the appeal may request a copy of the Level One record.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Any District employee who is a named subject in the appeal shall be provided a copy of the response provided to the student or parent.

The Level Two administrator shall prepare and forward a Level Two record to the office of legal services.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

Recordings of the Level Two conference, if any, shall be maintained with the Level Two record.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

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The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

Any District employee who is a named subject in the appeal shall be provided notice of the appeal.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the Level Two record. The student or parent may request a copy of the Level Two record. If the student or parent requests a copy of the Level Two record, any District employee who is a named subject in the appeal may request a copy of the Level Two record.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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Student Agreement for Acceptable Use of the District's Technology Resources

You are being given access to the District-provided technology resources listed below.

With this educational opportunity comes responsibility. It is important that you and your parent or guardian read the applicable District policies, administrative regulations, and agreement form, and contact the Department of Technology Services, at (361) 878-3900 if you have questions. Inappropriate use of the District's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

The following guidelines apply to all District networks, email accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access.

Additionally, the District prohibits bullying or harassment through electronic means regardless of the device used, the network used, or the location of use. [See District policies FFH and FFI.]

You may be given access to the following technology resources:

- A District email account;
- A District email account, including access to cloud-based (online) document storage and collaboration space (*for example, Google Apps for Education*);
- District computer hardware, software, and printers on your school campus;
- District networks, including document storage space;
- Access to District-owned technology resources for use at home;
- A student account to the following online, web, or software applications: <https://www.ccisd.us/o/ccisd/page/technology-support-services>; and
- District-filtered internet access.

Please note that the internet is a network of many types of communication and information networks. It is possible that you may run across areas of adult content and some material you (or your parent or guardian) might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for acceptable use.

If you are being issued a District-owned technology device, you will be given additional materials addressing the proper use, care, and return of these devices.

Rules for Acceptable Use

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- District technology resources are primarily for instructional and educational purposes. Limited personal use is allowed only if the rules in this agreement are followed, and the use does not interfere with schoolwork.
- If you are issued your own account and password, you must not share your account information with another person.
- Any device that attaches to the District network may be scanned to ensure that the device is cybersecurity safe and does not contain any inappropriate material.
- District-owned devices and personal devices that allow access to District email or potentially sensitive student or employee records must be password-protected.
- You must remember that people who receive email or other communication from you through your school account might think your message represents the school's point of view.
- You must always keep your personal information and the personal information of others private. This includes names, addresses, photographs, or any other personally identifiable or private information.
- Students will not download or sign up for any online resource or application without prior approval from their teacher or other District administrator.
- Students age 13 or younger will not sign up for individual accounts but will use a District or classroom account as applicable unless permission is obtained by legal guardian for specific District need with outside vendor.
- When communicating through email or other electronic means, you must use appropriate language and etiquette as you would when communicating face to face. Always be respectful.
- You must be sure to acknowledge the work and ideas of others when you reference them in your own work.
- You must immediately report any suspicious behavior or other misuse of technology to your teacher or other campus administrator.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.

Inappropriate Use

The following are examples of inappropriate use of technology resources that may result in loss of privileges or disciplinary action:

- Using the resources for any illegal purpose, including threatening school safety;

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- Accessing the resources to knowingly alter, damage, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy;
- Damaging electronic communications systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable;
- Disabling or attempting to disable or bypass any internet filtering device;
- Using someone's account without permission;
- Pretending to be someone else when posting, transmitting, or receiving messages;
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmission, or receipt of electronic media;
- Using resources to engage in conduct that harasses or bullies others;
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting;"
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language;
- Posting personal information about yourself or others, such as addresses, phone numbers, or photographs, without permission, or responding to requests for personally identifiable information or contact from unknown individuals;
- Making appointments to meet in person people met online; if a request for such a meeting is received, it should be immediately reported to a teacher or administrator;
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder;
- Wasting school resources through the improper use of the District's technology resources, including sending spam; and
- Downloading unauthorized applications or software or gaining unauthorized access to restricted information or resources.

Reporting Violations

- You must immediately report to a supervising teacher or the technology coordinator any known or suspected violation of the District's applicable policies, cybersecurity plan, internet safety plan, or responsible-use guidelines. You may also report suspected misconduct as follows: District website: Click Let's Talk, speakup@ccisd.us.

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- You must report to a supervising teacher or the technology coordinator any requests for personally identifiable information or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Student Acknowledgment

Name (*print*): _____

Grade: _____

School: _____

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

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

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

Student's signature: _____

Date: _____

Parent or Guardian Acknowledgment

Check one box.

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

OR

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

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

I understand that the District uses certain cloud-based (online) applications that allow authorized individuals to access student information, including assignments and grades, through the internet for school-related purposes.

See <https://www.ccisd.us/Departments/TechnologySupportServices>.

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

Parent's or guardian's
name (*print*): _____

Parent's or guardian's
signature: _____ Date: _____

To grant or deny consent to the District's technology resources, the parent will need to acknowledge acceptance and understanding of the Technology Acceptable Use/BYOD Communication form. If the form is not returned, permission is assumed granted for participation in the District's technology resources.

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Parent Permission to Videotape, Photograph, Record a Child or Publicize Information on Website

We understand that Section 26.009 of the Texas Education Code requires school districts to obtain written permission from parents in order to make or authorize the making of a videotape of a child, or to record or authorize the recording of a child's voice in most instances. We also understand that the District requires parental permission in order to photograph or authorize the photographing of a child, under the age of 18, on school grounds, for use outside the campus, and for news media purposes. We further understand that parent permission is needed for a student's name, school email address, photograph, or classroom project or artwork to be displayed in school or District publications or on Web pages maintained by the school and/or by the District. If you do not want your student's name and school email address to appear on the District's web directory, you must submit a written notice to your campus administrator. Forms are available at every campus. We understand that parent permission is not required for the purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses; for purposes related to an extracurricular activity; or for purposes related to regular classroom instruction.

Parent permission is required for the District to make or authorize the making of a videotape of a child, or to record or authorize the recording of a child's voice, or to photograph or authorize the photographing of said child for use outside the campus or for news media purposes; and /or to place a child's name, photograph, or classroom project or artwork in District or school publications or on Web pages maintained by the school and/or the District.

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Parent Permission Release of Student Identifiable Information

Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want the Corpus Christi Independent School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. For the following school sponsored purposes—student recognition activities, yearbook, student newspaper, printed programs for extracurricular activities, news releases to local media, school photographers (photographs for yearbook or cumulative folder), PTA, and booster clubs—the Corpus Christi Independent School District has designated the following information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. For all other purposes, directory information shall include student name, address, telephone listing, grade level, and honors and awards received.

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Parent Permission Release of Student ID to Photographer

During the school year, campuses contact photography companies for the purpose of taking school photographs of students for different occasions including cumulative folder photographs, fall photographs (group and/or individual), and student ID cards (imprinted in a barcode format). Student ID cards include students' names, grades, and, for some campuses, the students' identification numbers. Please note that CCISD must provide you with the opportunity to decide whether you want your student's name and grade disclosed as well as to have a photograph taken of your student. CCISD must have your authorization to disclose a student ID number to a photography company in order to comply with the Family Educational Rights and Privacy Act (FERPA).

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Parent Permission Pertaining to Student Grades

We understand that the law requires that school districts obtain written permission from parents in order to authorize the disclosure of information regarding student grades in the classroom and school setting. We understand that permission is being requested by the District to post student work in classrooms which may contain the student's name and grade, that permission is being requested to include qualifying students in the "A" or "A- B" honor roll assemblies, that permission is being requested for students to grade each other's papers, and that permission is being requested to post student grades on bulletin boards.