Cleveland
Independent School District

2026-2027
Student Handbook

Affirmed by The Cleveland ISD Board of Trustees

July, 2026

Mission Statement

The mission of the Cleveland Independent School District is to together, with the community, CISD creates a safe environment for high academic and personal growth that empowers all to be successful.

Nondiscrimination Statement

In its efforts to promote nondiscrimination, Cleveland ISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX/ADA Coordinator for Staff, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: **Keith Garcia**, Title IX Coordinator for Staff. Located at 1901 E. Houston Street, Cleveland, Texas, and can be reached at (281) 592-8717.
- Title IX/ADA Coordinator for Students, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: **Dr. Cap Roder**, Title IX Coordinator for Students. Located at 1901 E. Houston Street, Cleveland, Texas, and can be reached at (281) 592-8717.
- Special Education concerns regarding discrimination on the basis of disability: Contact the **Director of Special Education**. Located at 316 East Dallas Street, Cleveland, Texas, and can be reached at (281) 592-8717.
- Title III/Immigrant/Multilingual/Migrant- concerns regarding discrimination on the basis of linguistics/immigrant/migrant: **Kate Anderson**, Director of Multilingual Services. Located at 1901 East Houston Street, Cleveland, Texas, and can be reached at (281) 592-8717.
- All other concerns regarding discrimination: **Dr. Glenn Barnes,** Superintendent of Schools. Located at 1901 E. Houston Street Cleveland Texas, and can be reached at (281) 592-8717.

Cleveland Independent School District

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2026-2027 Approved Academic Calendar

Adopted Academic Calendar

2026-2027

Cleveland ISD

Date	Event/Holiday
July 1-3	District Closed
July 21-23	New Teacher Orientation
July 27-31	Staff Development
August 3	Staff Development
August 4	Beginning of 1st Nine Weeks
September 7	Labor Day Holiday
October 9	End of 1st Nine Weeks
October 12-16	Fall Break
October 19	Staff Development
October 20	Beginning of 2nd Nine Weeks
November 20	Staff Development
November 23-27	Thanksgiving Break
Nov. 30-Dec. 11	State STAAR EOC Testing Window
December 18	End of 2nd Nine Weeks
December 21-31	Christmas Break
January 1	New Year's Day
January 4	Staff Development
January 5	Beginning of 3rd Nine Weeks
January 18	MLK Holiday
February 1	Staff Development
February 8-12	Winter Break
February 15-26	State TELPAS Testing Window
March 1-25	State TELPAS Testing Window
March 5	End of 3rd Nine Weeks
March 8-12	Spring Break
March 15	Beginning of 4th Nine Weeks
March 16-31	State STAAR Testing Window
March 26	Good Friday Holiday
April 5-29	State STAAR Testing Window
April 30	Spring Holiday
May 19	End of 4th Nine Weeks
May 20	Staff Development
May 21-25	Bad Weather Days
May 31	Memorial Day Holiday
June 14-24	State STAAR EOC Testing Window
48	1st Nine Weeks Instructional Days
38	2nd Nine Weeks Instructional Days
86	1st Semester Instructional Days
94	1st Semester Staff Days
42	3rd Nine Weeks Instructional Days
41	4th Nine Weeks Instructional Days
83	2nd Semester Instructional Days
86	2nd Semester Staff Days
169	Total Instructional Days
180	Total Staff Days
77,740	Total Instructional Minutes

July '26

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '27

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '27

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

New Teacher PD
Holiday
Staff Development

Start/End of 9 Weeks
State Testing
Bad Weather Day
District Closed

CLEVELANDISD
FORWARDTOGETHER

Acknowledgment of Electronic Distribution of
Student Handbook and Student Code of Conduct

My child and I have been offered electronic access to the Cleveland Independent School District Student Handbook and Student Code of Conduct for the 2026-2027 school year at http://www.clevelandisd.org, and I accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above. I understand that a printed copy will be available upon written request to the principal's office.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the appropriate campus principal. **This form must be signed by the parent/guardian and returned to your child's campus.**

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 about this handbook and code of conduct, I will direct those questions to the principal at the appropriate campus,

.

Student's name: *(print)* _____

Student's signature: _____

Parent's or guardian's name: *(print)* _____

Parent's or guardian's signature: _____

Date: _____

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PREFACE

To Students and Parents:

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

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

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

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

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

Both students and parents should become familiar with the Cleveland Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district website at http://www.clevelandisd.org and is available in hard copy upon request.

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 conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Therefore, parents and students should become familiar with the Cleveland ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.clevelandisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal. A hard copy of the Student Code of Conduct or the Student Handbook can be requested in writing from the campus administration.

Parents are required to read, complete, and sign-off on the following described forms within this Student Handbook either when distributed at the beginning of the year or upon the student's enrollment. Said forms include the Parental Acknowledgment/Certification Form, Parent Consent for District Non-Emergency Mass Communications, Release Form for Display of Personal Information and Student Work, Parent Statement Prohibiting Corporal Punishment Form, Medicaid to Schools Program Notification, Request for Food Allergy Information Form, Participation in Fundraisers Permission Form, Field Trip Permission Form, School Parent Compact Parent Program Form, Cleveland ISD Parent and Family Engagement Policy 2026-2027, Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, Directory Information and Release of Student Information Form, Parent's Objection to the Release of Information to Military Recruiters and Institutions of Higher Education Form, Parent Permission Form and User Agreement, and Consent/Opt-Out Form. Parents may always reference back to the Student Handbook on the district's website at

http://www.clevelandisd.org . If you have any questions about any of the materials in this handbook, please contact your campus specific teacher, school counselor, or principal.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.] Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the school office or online at http://www.clevelandisd.org.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact: the Director of Student Services, Dr. Cap Roder at 281-592-8717.

CAMPUS CONTACT INFORMATION

When concerns arise the first level of contact should be the teacher or the campus administration. This contact can be made by phone, email or personal visit to the campus.

Campus Name and Address	Campus Phone	Principal	Principal Email
Cleveland High School 1600 East Houston Street Cleveland, Texas 77327	281-592-8752	Dr. Keith Brooks	keith.brooks@clevelandisd.org
Cleveland Ninth Grade Center 1522 North Blair Street Cleveland, TX 77327	346-799-4901	Nain Munoz, *Associate Principal to CHS*	nain.munoz@clevelandisd.org
Cleveland Middle School 2000 East Houston Street Cleveland, TX 77327	281-593-1148	Mark Rodriguez	marodriguez@clevelandisd.org
Santa Fe Middle School 7581 County Road 3540 Cleveland, TX 77327	346-799-4990	Susana Figueroa	susana.figueroa@clevelandisd.org
Cottonwood Elementary School 1922 CR 3549 Cleveland, TX 77327	281-761-7540	Heather Barrett	heather.barrett@clevelandisd.org
Eastside Elementary School 1602 Shell Ave Cleveland, TX 77327	281-592-0125	Kimberly Daniels	kimberly.daniels@clevelandisd.org
Northside Elementary School 1020 Northside Blvd Cleveland, TX 77327	281-592-4628	Sheryl Turner	sheryl.turner@clevelandisd.org
Pine Burr Elementary School 7054 County Road 3540 Cleveland, TX 77327	346-799-4900	Deborah Rivera Fontanez	deborah.rivera@clevelandisd.org
Santa Fe Elementary School 7499 County Road 3540 Cleveland, TX 77327	346-799-4950	Jose Mendoza	jose.mendoza@clevelandisd.org
Southside Elementary School 303 Fort Worth Street Cleveland, TX 77327	281-592-0594	Erica Lewis	erica.lewis@clevelandisd.org
Douglass Learning Academy 1309 Jefferson Ave. Cleveland, TX 77327	281-592-7595	Travis Agnew	travis.agnew@clevelandisd.org
District Alternative School (DAEP) 900 Samuel Wiley Drive Cleveland, TX 77327	281-432-0487	Dr. Jamie Bates	jamie.bates@clevelandisd.org

SECTION I: PARENTAL RIGHTS

This section of the Cleveland Independent School District Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or 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.

Annual Notification

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

In accordance with state law, a parent may:

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

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

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

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

Consent to Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality in grades 5- 8. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Teaching students about human reproduction in a health, science, or psychology course can be one of the most difficult lessons a teacher has to teach because it is a delicate topic. Topics such as physical, perceptual, language, cognitive, social and emotional development, gender roles and differences, function of the nervous system and the endocrine system, interpersonal relationships, and personal relationships *may* be discussed in any of these courses. Topics will only be covered according to the Texas Education Agency (TEA) developed Texas Essential Knowledge and Skills (TEKS) for each health, science, or psychology course offered in CISD.

In accordance with state law, a parent may:

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

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

In accordance with state law, a parent may:

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

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

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

SB 11 provides that school boards may adopt a policy requiring every campus of the district to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day. Parents will be required to supply written consent.

Consent to Provide a Mental-Health Care Service

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

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

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. The mental health liaison can be reached at: Ms. Simone Barnes, Director of Counseling, simone.barnes@clevelandisd.org or at 281-592-8717.

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

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

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

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

A child under the age of 14, must have parental permission to receive instruction in the district's Parenting and Paternity Awareness Program (P.A.P.A.); otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video, Audio Record or Photograph a Student When Not Otherwise Permitted by Law

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

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

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

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

[See **Video Cameras** on **page 71** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 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 in grade 8 and advanced mathematics in grades 9-12.

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

Prohibiting the Use of Corporal Punishment

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

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

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

Note: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered,

even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

For example, a teacher may create a social networking page for 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.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it. Examples include: a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for purposes of communicating class publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; student's name and photograph posted on a district-approved and-managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. To object to the release make sure you complete the Student Media & Directory Information Form [See the "**Cleveland Independent School District Student Media & Directory Information Form**" included in the forms packet and referenced in this handbook]

The district has designated the following as directory information:

- All district publications and announcements.

If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

[Also review the information at **Authorized Inspection and Use of Student Records** on **page 7].**

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

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parents.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, doctors, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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

"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 and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.
-

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional materials used as part of the educational curriculum.

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

A student may be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) a written statement requested from the parent excusing their student, (2) the district determines that the student has a conscientious objection to the recitation, or (3) the student's parent(s) is a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

Parents may request that their student be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow a student to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on **page 59** and policy EC(LEGAL).]

Religious or Moral Beliefs

Students may be excused temporarily from the classroom if an instructional activity in which the student is scheduled to participate conflicts with their religious or moral beliefs. A written statement by the parent must be provided to the child's teacher authorizing the removal. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

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

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

If a district offers tutorial services to students, state law requires students with grades below 70 for a reporting period are required to attend tutorial services. Cleveland ISD offers tutoring for students needing academic support. Additionally, accelerated instruction is made available for students who fail to perform satisfactorily in state-mandated assessments. [Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

Parents Review of Instructional Materials & 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.

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

District Review of Instructional Materials

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

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

Academic Programs: Parents may ask the principal to change their child's teacher or class assignment; however, the principal is not required to make the reassignment if doing so would affect the assignment or reassignment of another student.

You may ask the school board to add a specific academic course to the schedule and offerings. If the administration and the board determine that the course is among those included in the State Board of Education-approved curriculum and that there is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

Parents may ask that their child be permitted to attend a class for credit above his or her grade level. If the school counselor and child's current and prospective teacher expect that the child can perform satisfactorily in the class, the request will not be unreasonably denied.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

Student records available for parents to review include:

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objection to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access;
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- The right to 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;
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements; and
- For more information about how to file a complaint, see https://studentprivacy.ed.gov/file-a-complaint.

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

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

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

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

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- 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 the personally identifiable information without write 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, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases;
- To individuals or entities granted access in response to a subpoena or court order;
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled;
- In connection with financial aid for which a student has applied or which the student has received;
- To accrediting organizations to carry out accrediting functions;
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction;
- appropriate officials in connection with a health or safety emergency; and
- When the district discloses directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student, who provides 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 these records. The address of the superintendent's office is 316 East Dallas Street, Cleveland, Texas 77327.

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 written request to correct a student's record should be submitted to the appropriate custodian of records. Within 15 district business days of the record custodian's receipt of a request to amend records, the district shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 district business days after the request is received. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 61, and **Complaints and Concerns** on page 25 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the superintendent's office or on the district's website at http://www.clevelandisd.org.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children at https://www.dodea.edu/education/partnership-and-resources/militaryinterstate-compact; entitles children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities; and/or
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least 4 months will be excused by the district. The district will permit no more than 5 absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

Parents may request that multiple birth siblings (e.g. twins, triplets, etc.) be placed either in the same classroom or in separate classrooms. Written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

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

[See **Bullying** on page 19, policy FDB, and policy FFI.]

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

Service/Assistance Animal Use by Students

A parent of a student who uses a certified service animal because of the student's disability must submit a request in writing to the principal at least 10 district business days before bringing the service animal on campus.

Students in the Conservatorship of the State (Foster Care)

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

A student 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 who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. [See also **Credit by Examination for Advancement/Acceleration** on page 28, **Course Credit** on page 27, and **Students in Foster Care** on page 69 for more information.]

Please contact the Director of Social and Emotional Learning, **Dr. Tyra Hodge**, who has been designated as the district's foster care liaison, at tyra.hodge@clevelandisd.org or at (281) 592-8717 with any questions.

Students Who Are Homeless

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

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two- semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

Students Who Have Learning Difficulties or Who Need 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 behavioral support services that are available to all students,through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students

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

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of *The Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day 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 to the parent by June 30th of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extension for absences of three or more days will apply. Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process.*

Please note that a request for special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school day timeline.

Contact Person for Special Education Referrals

Director of Special Education, is the designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services. She may be reached at 281-592-8717.

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 of 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: Allison Alpha, Section 504 Coordinator, aalpha@clevelandisd.org.

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

The following websites provide information and resources for students with disabilities and their families.

Legal Framework for the Child-Centered Special Education Process
https://fw.escapps.net/Display_Portal?Destination=/
Partners Resource Network http://prntexas.org
Special Education Information Center https://www.spedtex.org/
Texas Project First http://texasprojectfirst.org
TEA Special Education Parent and Family Resources
https://tea.texas.gov/academics/special-student-populations/special-education/sped-family-resources-0

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 that it provides assistance to students, other than those already enrolled in a special education program or who need assistance for learning difficulties, including intervention strategies.

Texas Driving with Disability Program

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

- Texas Driving with Disability (https://gov.texas.gov/organization/disabilities/texas-driving-withdisability)
- Driving with Autism Brochure (https://gov.texas.gov/uploads/files/organization/disabilities/Drivingwith-Autism-Brochure.pdf)
- Driving with Autism Brochure in Spanish (https://gov.texas.gov/uploads/files/organization/disabilities/Drivingwith-Autism-Brochure-Es.pdf)

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other Than English

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

Students with Physical or Mental Impairments Protected under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination

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

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Between Ages 6 and 19

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.

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A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for several types of absences if submits appropriate documentation. These include the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain United States 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, documented by a health care professional licensed, certified, or registered to practice in Texas, that makes the student's attendance infeasible , with certification by physician on the district's appropriate forms.
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship (custody) of the state,
- an activity required under a court ordered service plan,
- or any other court ordered activity provided it is not practical to schedule the student's participation in the activity outside of school hours
- As listed in Section I at Children of Military Families, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least 4 months will be excused by the district. The district will permit no more than 5 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.

Secondary Grade Levels

In addition, a junior may miss one day, and a senior may miss up to two days to visit a college or university. These absences will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the US Armed Services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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.

Absences of up to 2 days in a school year, with appropriate documentation, will also be considered an exemption for:

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

An absence of one day, with appropriate documentation, during enrollment in high school, will be excused by the district for a student obtaining a learner's permit or a driver's license.

An absence of a student in grades 6-12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district with appropriate documentation.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials 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 committee or section 504 committee will be notified and the 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.

Age 19 and Older

After a student aged 19 or older incurs a 3rd unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than **5** unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement an attendance behavior improvement plan.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for 3 or more days or parts of days within a 4-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include an attendance behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Ms. Irma Dunmire. She may be reached at 281-592-8717. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on 10 or more days or parts of days within a 6-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on 10 or more days or parts of days within a 6-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

To receive credit or a final grade in a class, a student in kindergarten through grade 12 must attend at least 90 percent of the days the class is offered. 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 a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a 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 a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A migrant, newcomer, homeless or transfer student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.

- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss opportunities to earn or regain credit or a final grade.

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

Attendance for credit for Migrant, Newcomer, Homeless, Families of Military, and Transfer Students

- Students who are migrant, newcomer, homeless, or transfer students who could not have attended a class before enrollment should not have the days of class that occurred before their enrollment counted against them for purposes of "the 90 percent rule". As with any other student, to receive credit a student who enrolls after instruction for the year or semester has begun is required to demonstrate academic achievement and proficiency of the subject matter as required under §28.021 and 19 T.A.C. §74.26." (TEA Attendance, Admission, Enrollment Records, and Tuition).
- Campuses will create a process in which teacher feedback, campus or teacher based projects, test grades and homework grades can be used to demonstrate student mastery of the missed TEKS. Credit recovery should not be considered in these special circumstances.
- Students may only obtain credit for the semester in which they enrolled late.
- For newcomers, proficiency with the English language should be considered when assessing the missed TEKS.
- Documentation that the student qualifies for this type of special circumstance should be retained for audit purposes.

Placement of Newcomers and Out of Country Transcript(s) Processes and Corrective Actions

- Registrars will submit a 'Newcomer Placement' form to the Multilingual Department along with the student's birth certificate and any transcripts that they may have from out of the country. Enrollment cannot be hindered if CISD has not received all out of country transcripts at the time of enrollment.
- All unaccompanied youth from out of the country will need to meet with the campus homeless liaison ***before*** being turned away due to vaccinations or proof of residency. If the student has provided a partial vaccination record, the school nurse must verify if the student can be provisionally enrolled. Texas.Gov/Immunization / Flowchart
- Out of country transcripts will be transcribed by the Multilingual Department regardless of years in the USA.
- The Multilingual Department will make recommendations on the grade level placement of the student. Parents will be asked to sign a 'Parent/Guardian Letter of Acknowledgement of Grade Placement.'
- Counselors will then review the out of country transcript(s) and compare them to in country transcripts (if any) for accuracy and take appropriate steps to adjust or correct any errors made by previous in-country districts.
- If there is a preponderance of evidence that the previous district made an error in the translation of credits, or did not accept out of country credits that CISD would typically accept; campus counselors may 'NO CREDIT' previous district's course and CISD will accept the out of country credit as the initial state credit. All corrective actions need to be extensively documented and kept in the student's cumulative file. Notification of the correction will need to be communicated with the campus testing coordinator if STAAR or EOC participation is affected. Counselors will verify credits and sign off on the transcribed transcript and then review with the Dean of Instruction, who will also sign the transcription.
- If there is a preponderance of evidence that CISD made an error in assigning credits, CISD may change the state credit to a 'LOCAL' credit and assign the out of country credit as the state credit. All corrective actions need to be extensively documented and kept in the student's cumulative file. Notification of the correction will need to be communicated with the campus testing coordinator if STAAR or EOC participation is affected. Counselors will verify credits and sign off on the transcribed transcript and then review with the Dean of Instruction, who will also sign the transcription.

Refugee, Asylee, and Students with Interrupted Formal Education (SIFE):

- The LPAC will determine if the student qualifies as Refugee/Asylee and/or SIFE.
- **Refugee/Asylee:** Families must present the appropriate documentation (I-94 Form or other qualifying documentation) in order to be considered for Refugee/Asylee status. Permanent Resident Card / USCIS Class Codes
- **SIFE:** After initially qualifying as SIFE; at the end of each year, the LPAC will determine if the student will continue to qualify as SIFE for the upcoming school year.

Official Attendance-Taking Time

The district must submit attendance of its students to TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00am.

A student absent for any portion of the day, including at the official attendance taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student, upon arrival or return to school, must bring a note signed by the parent that describes the reason for the absence within 3 school days. Students who are more than 15 minutes late to a class are considered in violation of attendance policies and are subject to disciplinary consequences. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older, or is an emancipated minor under state law. An email or phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. A campus administrator may excuse up to 5 absences per semester with a parent note.

An excuse must be submitted to the school within three days following the absence(s). All notes retained on file and become evidence in any attendance review and/or court hearing. Excessive(more than five per semester) parent/guardian notes will be reviewed by the Attendance Review Committee. The excuse must contain the following:

- Date excuse is written
- Full name of student
- Student ID Number
- Date(s) absent
- Reason for absence on each date
- Signature of parent/guardian
- Telephone number of parent/guardian

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than **3** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying that an illness or medical condition caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, it's considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying that the illness or medical condition caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. Fraudulent or altered attendance documents will not be accepted.

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

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's records for purposes of verifying 90 percent attendance for credit for the semester and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

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

TEA also maintains additional accountability and accreditation information at http://www.tea.texas.gov., http://www.tea.texas.gov/perfreport

In 2021 the 87th Legislature, through HB 4545, allows parents to request a teacher in certain circumstances as it relates to their student's performance on Reading and/or Mathematics STAAR exam(s) in grades 3, 5, and 8. Parents and guardians may make a request for consideration that their student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available. Please visit with your student's campus principal about the process to make such a request.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

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

The test will be offered at a date and time selected by the campus.

Please contact the principal for more information about this opportunity.

BULLYING

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

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property.

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:

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

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student to have engaged in bullying. A student may anonymously report an alleged incident of bullying by utilizing the Stay Safe. Speak Up! reporting portal located on the district website under the Parent & Student tab or by accessing the following link: http://www.clevelandisd.org

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. 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 that witnessed the bullying behavior. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying, as well as to any students who have been identified as witnesses to the bullying.

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 the recommendation of the administration, the principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [**See Safety Transfers/Assignments** on page 10.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's Website at http://www.clevelandisd.org. Click on Administration and scroll down the page to Board Policy to FFI (LOCAL) – STUDENT WELFARE: FREEDOM FROM BULLYING, adopted by Board on 2/29/2013. Note that school board policies may be revised at any time.

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

[**See Safety Transfers/Assignments** on page 10**, Dating Violence, Discrimination, Harassment, and Retaliation** on page 28**, Hazing** on page 47**,** policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs of study in the following career clusters: Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, Audio/Video Technology, and Communications, Business, Marketing, and Finance, Education and Training, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Service, Manufacturing, Science, Technology, Engineering, and Mathematics, and Transportation, Distribution, and Logistics. Each career and technical education program provides the opportunity for work-based learning and industry-based certifications.

[**See Nondiscrimination Statement** on page 55 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Parents or grandparents are allowed to provide store bought only cupcakes on designated days to celebrate student birthdays.

Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. In addition, the District has established a wellness policy and plan with local standards for other foods and beverages made available to students during the school day. This can be found on the district website http://www.clevelandisd.org.

Please contact the campus principal if you need additional information.

[**See Allergies** on page 48**.]**

CHILD ABUSE, NEGLECT, SCHOOL STAFF MISCONDUCT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contact inthe Department of Family and Protective Services.. The plan is available in the district improvement plan, online at www.clevelandisd.org. 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 suspected abuse or neglect to law enforcement or the 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, School Staff Misconduct, Trafficking, and other Maltreatment of Children

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

Sexual Abuse

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [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

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Sex Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

Reporting and Responding to Child Abuse, Neglect, Sex 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 other trusted adult it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents who suspect their child is a victim of abuse, neglect, trafficking, or other maltreatment should contact the school counselor or principal immediately. These individuals will be able to provide information regarding counseling options available in the area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline website).

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

Additional information about child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children may be found at http://www.clevelandisd.org or on the following websites:

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. (**See Dating Violence, Discrimination, Harassment, and Retaliation (all grade levels) on page 28**.)

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Consistent Application for Graduating Class

The district shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank grades attempted in all high school credit courses taken in grades 9-12, unless excluded below. The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in an assigned remediation, tutoring course, retaking a course, or a local credit course.

Weighted Grade System

The District shall categorize and weight courses such as Advanced Placement, Dual Credit, Honors and On Level in accordance with the provisions of this policy

Categories

The District shall convert semester grade points and shall calculate a weighted GPA in accordance with the following chart:

Course Grade	AP/ Dual Credit	Honors	On Level	Modified
100	6.0	5.0	4.0	3.0
90	5.0	4.0	3.0	2.0
80	4.0	3.0	2.0	1.0
70	3.0	2.0	1.0	.05

*Contingent upon School Board approval of EIC (Local).

Dual Credit courses taken through Lone Star College are reported to CHS as letter grades only. Therefore grade-points awarded through all dual credit courses (taken at CHS, online, or at the LSC Campus) need to be awarded consistently using an appropriate scale:

Letter Grade from College	Numerical Equivalent	Grade Points Awarded
A	95	5.5
B	85	4.5
C	75	3.5
D	70	3.0
F	69	0.0

Transferred Grades

When a student transfers grades for properly documented courses, Cleveland ISD shall assign weight to those grades based on the locally approved category and grade weight system.

Local Graduation Honors

For the purpose of determining Honors to be conferred during graduation activities, the District shall calculate class rank at the end of the 27th week or the end of the third nine-week grading period of the senior year.

Highest Ranking Graduate, Valedictorian and Salutatorian

For the purpose of applications to institutions of higher education, Cleveland ISD shall calculate class ranking as required by state law. The District's eligibility criteria for local graduation. Honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law.

The Highest-Ranking Graduate will be the student graduating with the highest grade-point average based on GPA calculations and will receive the honor graduate certificate from the state of Texas.

The Valedictorian and Salutatorian shall be eligible students with the highest and second-highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two complete school years immediately preceding graduation; and
2. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Texas First Graduation Program

House Bill 8, 88th Texas Legislature, Regular Session, 2023, establishes that a school district is required to issue a high school diploma under the Texas First Early High School Completion Program if the student demonstrates mastery of and early readiness for college in accordance with Texas Higher Education Coordinating (THECB) board rules and graduating with 22+ credits, one or two semesters prior to their graduating cohort.

For more details see the online flyer for Texas First Graduation Program.

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Students participating in cooperative learning opportunities or work experiences must be enrolled in the appropriate CTE course, with a teacher, to be granted work release opportunities. These courses will be reported as school attendance while the student is working, up to 3 class periods of the day. If a student quits the job or loses employment, they are not allowed to leave campus. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

While enrolled in any courses, students must be enrolled for 90% of the class days to be awarded credit, for this reason schedule changes must be requested within the first days of each semester.

COLLEGE AND UNIVERSITY ADMISSIONS and FINANCIAL AID (Secondary Grade Levels Only)

For 2 school years following his or her graduation, a district student who graduates in the top 10 percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into 4-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses) or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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

The University of Texas at Austin may limit the number of students automatically admitted to 75% of the University's enrollment capacity for incoming resident freshmen for students who are eligible to enroll in the university during the summer or fall 2026-2027 terms or Spring 2027-2027 term, the university will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the university through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. The Texas First Early High School Completion Program and the Texas First Scholarship 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 acknowledgement that they received this information.

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

[**See Class Rank/Highest Ranking Student** on page 21 for information specifically related to how the district calculates a student's rank in class and requirements for **Graduation** on pages 42 for information associated with the foundation graduation program.]

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed Dual Credit or Advanced Placement (AP); International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the virtual or hybrid courses offered by the district or another district or school;
- Enrollment in courses taught in conjunction and in partnership with Lone Star College-Kingwood, and/or other colleges and/or universities which may be offered on or off campus; or
- Certain CTE courses.

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

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

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

COMMUNICATIONS

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

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

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. A parent may update contact information by accessing the individual family accounts through Home Access Center. For help with access, contact the campus registrar.

Automated Emergency Communication

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 purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to keep updated contact information on file with the appropriate campus(es). (**See Safety** on page 62 for information regarding contact with parents during an emergency situation.)

Automated Non-Emergency Communications

Campuses will request contact information, such as a phone number(s) and email address(es), in order for the school to communicate items specific to students enrolled in their school or the district in general. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts parents, please contact the

campus principal. **See Safety** on page 62 for information regarding contact with parents during an emergency situation.

COMMUNITY SERVICE

In circumstances where students have court ordered community service obligations due to on-campus behaviors, considerations can be made for service hours to be earned before or afterschool. Students are not guaranteed the option of Community Service Credit hours to be earned at CISD Facilities, it will depend on campus and district needs at the time and prior student behaviors. Students will be required to be currently enrolled in CISD and participate in mandatory meetings with school officials and student guardians. During this meeting the student activities will be discussed and approved. Then the appropriate CISD employees will be considered and must accept the service participant. While a student is completing the service hours in CISD facilities, all appropriate professional behaviors will be required of the student while working under the supervision of CISD staff. Additional disciplinary infractions during service hours will result in removal of community service hour opportunities and appropriate disciplinary action following the CISD Student Code of Conduct.

Upon compilation of the required hours CISD documentation will be supplied for the student and the student will be required to submit those hours to the appropriate court officials. CISD will not be responsible to submit documentation to the courts.

COMPLAINTS AND CONCERNS

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 standard grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy is available in detail in the district's online policy manual, found at www.clevelandisd.org and is attached as an appendix. A parent may file a grievance form to the campus principal. A copy of the complaint forms, along with the policy manual and timelines, may be obtained in the principal's or superintendent's office, or on the district's website at http://www.clevelandisd.org.

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

Applicability of School Rules

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

Texas Education Agency also offers a resource to parents regarding school discipline that is linked here.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is the campus principal or designee.

The campus behavior coordinators are as follows (list follows on next page):

Cottonwood Elementary	Jill Martin	jill.martin@clevelandisd.org
Eastside Elementary	Rebecca Gutowsky	rebecca.gutowsky@clevelandisd.org

Northside Elementary	Jessine Bruce	jessine.bruce@clevelandisd.org
Pine Burr Elementary	Natoya Bowden	natoya.bowden@clevelandisd.org
Santa Fe Elementary	Christina Doiron	christina.doiron@clevelandisd.org
Southside Elementary	Hector Moon	hector.moon@clevelandisd.org
Cleveland High School	Scott Semmes	ssemmes@clevelandisd.org
CHS 9th Grade Center	Gena McClatchy	gmcclatchy@clevelandisd.org
Cleveland Middle School	Jerry Arceneaux	jerry.arceneaux@clevelandisd.org
Santa Fe Middle School	Maria Fernandez	maria.fernandez@clevelandisd.org
Douglass Learning Academy	Travis Agnew	travis.agnew@clevelandisd.org
DAEP	Dr. Jamie Bates	jamie.bates@clevelandisd.org

All questions concerning a student's discipline should be directed to their assigned assistant principal.

Corporal Punishment

Corporal punishment, spanking or paddling the student, may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district's policy manual. Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. [See **Parent Statement Prohibiting Corporal Punishment** on page 91]. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the campus administrator.

Disruptions of School Operations

Disruptions of school operations are not tolerated. A person commits a Class B misdemeanor if the person, alone or in concert with others, intentionally engages in disruptive activity on the campus or property of any school in the district. 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 to prevent participation in an authorized assembly.
- Use of force, violence, or threats that 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 to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students. Students and guests who do not abide by the rules will be removed and must leave CISD property immediately. Should the enrolled student be engaged in conduct that violates the Student Code of Conduct disciplinary consequences may follow.

COUNSELING

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational career, personal, and social development of students.

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

Academic Counseling

Elementary and Middle 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 for financial aid availability and requirements.

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

High School Grade Levels

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid, including the opportunity to complete the Free Application for Federal Student Aid (FAFSA); This information can also be found at http://www.clevelandisd.org.
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Texas First Early HS Completion Program

The 87th Texas Legislature passed Senate Bill 1888, amending Texas Education Code (TEC) §28.0253 and creating the Texas First Early High School Completion Program. For more information speak to your counselor or find it online on the TEA website at https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/texas-first-diploma-program-flyer/

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the counseling department of the campus and schedule an appointment. Parents concerned about their child's mental or emotional health, should speak with the school counselor for a list of resources that may be of assistance.

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit bearing course, will earn credit for a course only if the final grade is 70 or above. For a two semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade. The same rule will be applied to transfer credits if a student completes one semester out of district but fails the course, transfers in and then successfully completes the second semester in CISD, we will average the semesters to determine if both credits can be awarded.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (Secondary Grade Levels Only)

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 designee or attendance committee, be permitted to earn credit by passing a district designated examination on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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. More information may be found on the district's website at http://www.clevelandisd.org under the Parent & Students tab.

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction for advancement or to accelerate to the next grade level. The dates on which examinations are scheduled during the 2026-2027 school year will be published in appropriate district publications and on the district's website at http://www.clevelandisd.org. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once. More information may be found on the district's website at http://www.clevelandisd.org under the Parent & Students tab.

If a student plans to take an examination, the student (or parent) must register with the district testing coordinator no later than 30 days prior to the scheduled testing date.

Students in Grades 1-5

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

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

Students in Grades 6-12

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

- a passing score of at least 80 on an examination approved by the board
- a scaled score of 50 or higher on an examination administered through the CLEP

- or a score of 3 or higher on an AP examination, as applicable.

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, 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 http://www.clevelandisd.org. [See policy FFH.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner; attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

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

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

For more information on dating violence, see:

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

Discrimination

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

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity, creates an intimidating, threatening, hostile, or offensive educational environment, or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or

humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature, sexual advances, jokes or conversations of a sexual nature, and other sexually motivated conduct, communications, or contact.

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

Pregnancy or Related Conditions

The District does not discriminate on the basis of pregnancy or a related condition. Please contact Human Resources for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents 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 parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

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

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

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state required essential knowledge and skills but are taught through multiple modes such as mail, Internet, and video conferencing.

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** on page 38.] In addition, for a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or request that your child be enrolled in a virtual or hybrid course, please contact the school counselor.

A copy of board policy EHDE can be found on the district website. www.clevelandisd.org. If you can not access the policy or have questions about this policy, please contact the campus principal or your child's counselor.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration. The principal has final approval authority on all materials published or distributed in the name of the school.

The school newspaper, the yearbook, and CISD/TV/Radio, are available to students.

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 22 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

Each campus principal shall designate times, locations, and means for by which approved non-school materials that are appropriate for distribution, as provided in this policy, may be placed for voluntary viewing or collection by students or others at the principal's campus.

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district affiliated school support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent will approve or reject

the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at FNG, DGBA, and/or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours;
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum related student group meeting held in accordance with FNAB(LOCAL);
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

The superintendent shall designate times, locations, and means for distribution of non-school literature at district facilities other than school campuses, in accordance with this policy.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Failure to comply with this policy regarding distribution of non-school literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials.

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards provided they comply with the dress code. Students should learn that the context of the situation may dictate the appropriateness of dress and personal appearance. School is a business environment designed to prepare students to excel in the world of work and future educational endeavors. Requiring students to follow campus dress and grooming standards contributes toward their future success.

Section 1: General (Statement of Board Policy)
Any dress or grooming that interferes with or disrupts the school environment may be excluded from school; **the campus principal will be empowered to make such judgments.** Students shall be clean, well groomed, and neatly dressed in a way that will not be a health hazard to themselves or to others.

Oversized Clothing shall not be permitted, Bizarre dress or clothing that makes even casual reference to drugs or drug paraphernalia, alcohol, tobacco, gangs, weapons, violence, sexual innuendos, satanic implications, profanity, organizations or groups which promote any of the above, or other statement, reference, or depiction deemed inappropriate by the administration shall not be worn. Any dress determined by the principal to be related to gangs will not be permitted on school property, including but not limited to colors, emblems, or style of clothing. Shirt sleeves may not be worn so as to cover the student's hands. Any pants, shorts, and jeans with holes above the fingertip length must be worn with leggings to cover any exposed skin. Any garments with straps, buckles, buttons or snaps must be fastened at all times. Chains on clothing or as ornamentation will not be allowed.

Section 2: Apparel
Pants: Oversized pants are not allowed. **Pants are to be worn snug at the waist.** Pants must fit at the waist and in the seat. **Underwear and/or skin shall not be visible at any time. Pajamas are not acceptable attire for school wear.** Shoes must be visible from all lines of sight. Pants must be hemmed at the cuff. Unraveled hems/cuffs are not allowed. **Any pants, shorts, and jeans with holes above the fingertip length must be worn with leggings to cover any exposed skin**. Spandex/biker pants/leggings/tights/jeggings or similar garments are only permitted when appropriately covered by a garment that meets the fingertip policy (must be no shorter than fingertip length when student's arms are relaxed at student's side). Undergarments must not be visible, including bra straps and shorts worn under pants or other shorts. Shorts can be worn by all students from Early Childhood through 12th Grade (read guidelines for shorts below).

Shorts: Grade PK-5 Guidelines, appropriately sized shorts may be worn. **Grade 6-12 Guidelines,** Shorts may be worn; however, they must meet the fingertip policy (must be no shorter than fingertip length when student's arms are relaxed at student's side.) This applies to skirts as well. Both shorts and skirts must have a finished hem. Jogging shorts, gym shorts, cut-offs, nylon shorts, biker shorts, wind shorts and boxer shorts are not acceptable.

Shirts or T-shirts: No shirts/tops should be oversized. **Shirts are not required to be tucked in. Shirts cannot be oversized and hang lower than the buttocks.** Shirts are not to contain any drug, alcohol, tobacco, or gang related graffiti. No death, violence, or satanic references will be allowed. Undergarments must not be visible, including bra and camisole straps. Garments must cover the entire back, cleavage and chest. Shirt length must cover midriff when arms are raised above the head. Halter tops, tank tops, spaghetti strap type blouses, shirts with sleeves cut off, torn or "holey" apparel, or other dress deemed inappropriate by school officials shall not be worn. Sheer, fishnet, or other see-through type shirts will be allowed only if there is an appropriate shirt worn underneath; however, no bra straps or camisole straps can be visible. Sleeveless, which fit closely enough not to reveal any undergarments or bare skin, are allowed.

Dresses Halter tops, tank tops, spaghetti strap type dresses, dresses with sleeves cut off, torn or "holey" apparel, fishnet, sheer or other dress deemed inappropriate by school officials shall not be worn. Undergarments must not be visible, including bra straps or camisole straps. Garment must cover the entire back, cleavage and chest. Jumpers, skirts, and dresses must obviously be no shorter than fingertip length when the student's arms are relaxed at the student's side. Slits in skirts must also not be shorter than fingertip length when the student's arms are relaxed at the student's side. Spandex and tights are permitted when appropriately covered by a dress or skirt that meets the fingertip policy (must be no shorter than fingertip length when student's arms are relaxed at student's side.) The covering garment must not be a T-Shirt. The standard enforcement will be that the garment is obviously in compliance with the stated standard while the student is participating in normal school activities. No cutoffs will be allowed.

Accessories: Hats, caps, visors, bandannas, or headgear of any kind shall not be worn, and will not be allowed on campus or the school bus with the exception of documented medical need or religious practice. Sunglasses, unless prescribed by a doctor, shall not be worn in the school building. Designer or strange colored contact lenses, unless prescribed by a doctor, are not allowed. No blankets are allowed. No chains, including billfold chains, will be allowed. Any gang related paraphernalia will not be permitted (bandanas on arms, hanging from pockets, gang related colors, solid string beads, etc.) All secondary student (6th-12th) backpacks must be clear or mesh and no oversized purses/bags exceeding 8 x 11. Elementary students (Pk-5th) have the liberty to choose a character bag, superheroes, or a clear back pack if they so choose.

Footwear: Proper footwear must be worn at all times. Caution should be exercised regarding height of heel, or thickness of sole to prevent injury. **Flip-flops, shower thongs, sliders, house shoes and shoes with hidden compartments or skate devices will not be allowed.**

Jackets/Coats, Sweaters, and Sweatshirts: Jackets and/or coats, sweaters, and sweatshirts cannot hang below the buttocks. Lightweight jackets will be allowed in the building. Oversized jackets, sweaters and sweatshirts will not be permitted. All jackets and/or coats worn in the building must fit at the waist. Clothing with hoods are permitted while on school grounds however, once inside any CISD school or facility, to ensure a safe learning environment, all hoods must be removed to ensure clear student identification.

Section 3: Body Piercing

Piercings should not compromise school-related safety standards or cause distractions in the learning environment.

Section 4: Tattoos and Body Art

No visible tattoos or body art of any kind will be permitted. This includes the drawing or marking on hands and arms or other body parts with pens, pencils, or any other devices that leave designs or marks, temporary or permanent. Tattoos which are not visible in normal clothing, but which are visible in athletic clothing shall not be permitted. Those existing tattoos shall be covered at all times during any school activity.

Section 5: Hair and Facial Hair
Hair and facial hair should be kept neat and clean. Hair color, like other aspects of grooming, can be a way for individuals to express their personality, creativity, and cultural identity as long as it does not cause a disruption to the learning environment. Texas's CROWN Act (Creating a Respectful and Open World for Natural Hair Act) explicitly prohibits race-based hair discrimination in schools, workplaces, and housing.

For information regarding head lice, please see "**Head Lice**" on page 48.

Section 6: Scope of Dress and Grooming Code
This Code is applicable to students during any school activity on or off school property, and before, during, and after normal school hours, including nights and weekend activities, unless the activity is specifically exempted by the principal, or unless a stricter Code is applied consistent with the Section 7 of this Code.

Section 7: Adjustments in the Dress and Grooming Code for Activities
The principal shall have the authority to designate a stricter Code for certain activities, such as but not limited to the senior prom, graduation, school dances, special assemblies, etc. Students attending such activities shall be expected to comply with the Code established by the principal.

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 that activity.

Nothing in the dress code shall interfere with the normal operation of such classes as physical education or other such activities. The teacher, with consent of the principal, shall have the ability to set reasonable dress and grooming guidelines for such activities.

Section 8: Enforcement
Students may be required to return home if they are dressed inappropriately for school. Also, students may be asked to change clothes, turn clothes "inside out", or otherwise reasonably comply with the classroom teacher's and/or administrator's attempts to bring the student's dress or grooming into compliance with this code.

Note: The building administrators shall use their discretion in questions concerning the dress and grooming code. Where there is a question regarding dress or grooming, the administration's decision will be final.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Classroom teachers shall be responsible for classroom enforcement. In addition, the administration has the authority to rule on situations not addressed above.

Repeated violation of the dress and grooming code by a student will be considered insubordination and will subject the student to escalating disciplinary consequences, including but not limited to a restricted dress and grooming code for the student, suspension, or placement in a disciplinary alternative education program.

Section 9: Responsibility for Compliance
Each student is responsible for his/her compliance with this code on a daily basis, and parents are responsible on a daily basis for ensuring that their children are in compliance before their students enter school property.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Safe Use of Technology

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

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

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

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

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

Possession and Use of Personal Electronic Devices, Including Mobile Telephones

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

A student may possess personal communication devices on campus however they must be powered off and out of sight (backpack, purse, pocket).

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

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct. Multiple offenses will lead to progressive disciplinary actions.

In limited circumstances and in accordance with law, a student's personal communication device may be searched by authorized personnel. [See **Searches** on page 66 and policy FNF.]

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

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See {Possession and Use of Personal Communication Devices, including Cell Phones and other Electronic Devices}. All devices must be turned off during the instructional day. A violation of expectations may result in disciplinary consequences as outlined in the Student Code of Conduct.

Acceptable Use of District Technology Resources

Access to CISD's technology resources will be through a district authorized account. Cleveland ISD provides users access to district resources, including, but not limited to: devices, networks, G Suite of Education including YouTube, Canva, Learning Management System, Web applications and other Internet services for **educational purposes only**.

Students and parents will be asked to sign a user agreement during online registration. The form may also be found in the form section of this handbook regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Being able to use the Internet and CISD network is not a right. It is a privilege. Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of

the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see. The district uses tracking software and other monitoring devices/software to ensure that students are responsible while using CISD computers and network systems responsibly.

Consequences of an Acceptable Use Agreement Violation:

- Suspension of access to the digital resources;
- Revocation of the computer system account;
- Restitution for costs associated with system restoration of hardware or software; or
- Other disciplinary or legal action in accordance with CISD policies and applicable federal and state laws

How are students protected

Families should be aware that some material accessible via the Internet might contain items that are illegal, abusive, inaccurate, or potentially offensive. While the purposes of CISD's Internet access are for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. CISD has taken precautions to restrict access to controversial materials, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources. CISD Digital Learning also provides campuses with Digital Citizenship Lessons and internet safety resources.

Unacceptable Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct and 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/), 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.

1. Your Internet account is for educational purposes only.
2. Network storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity. The Internet is a public forum; therefore, privacy is not to be expected.
3. Computers and Internet access will not be used to harm other people or their work. This includes discrimination on the basis of sex, race, national origin, religion, or disability.
4. Do not damage the computer or the network in any way.
5. Students should never download or install any commercial software, shareware, or freeware onto district owned devices , unless they have written permission to do so. Students should follow copyright laws and not copy other people's work or intrude into other people's files.
6. Viewing, sending, or displaying offensive messages or pictures are cause for loss of network privileges. Profane, abusive or impolite language should not be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should students encounter such material by accident, they must report it to their teacher immediately.
7. Sharing your password with another person may result in loss of privileges.
8. Tampering with anyone else's computer, files, or e-mail is illegal and prohibited
9. Advertising for the purchase or sale of any product is prohibited.

10. Political lobbying or advocating for or against a position or a candidate is prohibited except when the activity is to fulfill an assignment for class credit.
11. Using the computer for commercial activities or commercial gain is prohibited.
12. Do notify an adult immediately, if by accident, you encounter materials that violate the rules of appropriate use.
13. You will be held accountable for your actions. Be prepared for the loss of privileges if these rules are violated.
14. Forgery of messages or sending unsolicited junk e-mail is prohibited.
15. Using the computer to violate the student code of conduct is prohibited.
16. Unauthorized use of copyrighted material, including installing any personal software on district equipment without approval of the technology coordinator is prohibited.
17. Posting or distributing threatening, racist, harassing, excessively violent, or obscene material is prohibited.
18. Accessing or modifying teacher or district files is prohibited.

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 42, and **Standardized Testing** on page 68.

EMERGENT BILINGUAL STUDENTS

A student who is an emergent bilingual student (EB) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, parents/guardians must complete the Home Language Survey a Language when the student attends a Texas school for the first time. If either of the two responses indicates the usage of a language other than English, then the school will conduct an assessment to determine how well the child communicates in English. In addition, a Proficiency Assessment Committee (LPAC) will be formed, which will consist of both campus personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an EB student. 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 LAS Battery of Assessments for English Learner Identification. These students' language proficiency must be assessed in the following languages:

Administer the English test to all new students PK-12.

Administer the Spanish tests to all students in grades PK-5 with Spanish as their home language.

The LPAC committee will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 68, may be administered to an EB student, for a student up to grade 5. In limited circumstances, a student's LPAC 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 EB students in grade K-12 who qualify for services.

If a student is considered a dually identified EB student who receives special education, 504, or Dyslexia services because of a qualifying disability, the student's LPAC committee will make assessment decisions in conjunction with the ARD committee.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation; however, is a privilege, not a right.

An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), a statewide association overseeing inter-district competition, the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of essential knowledge and skills, but may have an indirect relation to some areas of the curriculum. Extracurricular activities include public performances (except as

described below), contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy if any one of the following criteria applies:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered extracurricular;
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

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.

Additionally, participation in some of these activities may result in events that occur off campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor: [**See Transportation** on page 70.]

Eligibility for Extracurricular Activities, Clubs, and Organizations

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

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

General Eligibility Requirements established by CISD include:

1. Have not graduated from high school,
2. Are less than 19 years old on September 1 preceding the contest or have been granted eligibility based on a disability that delayed their education by at least one year,
3. Are full-time, -day students at Cleveland ISD, and have been in regular attendance at Cleveland ISD since the 6th class day of the present school year, or have been in regular attendance for 15 or more calendar days before the contest or competition,
4. Are in compliance with state law and rules of the Commissioner of Education, (see TEA-UIL Side by Side)
5. Are enrolled in a four year, normal program of high school courses, and initially enrolled in the 9th grade not more than 4 years ago nor in the 10th grade not more than 3 years ago,
6. Student was not recruited,
7. Are not in violation of the awards rule.
8. Meet the specific eligibility requirements for academic, music and/or athletic competition.
9. Meet all the requirements above,
10. Live with their parents inside the school district attendance zone their first year of attendance (see your school administrator for exceptions),
11. Have not moved or changed schools for athletic purposes,
12. Have not violated the athletic amateur rule, and
13. Were eligible according to the fifteen-day rule and the residence rule prior to district certification.
    - A student who receives, at the end of a grading period, a grade below 70 in any academic class, he/she is not eligible to participate in extracurricular activities for at least 3 school weeks.
    - However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English Language Arts, Mathematics, Science, Social Studies, Economics, or Language Other Than English, the student remains eligible for participation in 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 3 school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post district competition, a maximum of 5 absences for post district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Homeschool Student Eligibility for UIL Participation

Cleveland ISD Board of Trustees, in consultation with the Athletic Department, are requiring students in UIL activities to be fully enrolled at Cleveland ISD Schools, as discussed and voted on at the July, 2026 meeting of the Board of Trustees. **Homeschool Student Eligibility** [See http://www.uiltexas.org for additional information on all UIL-governed activities.]

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 or consequences for misbehavior that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Extracurricular behavioral standards shall not have the effect of discriminating based on gender, race, color, disability, religion, ethnicity, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions. A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

The district has established a random drug testing program for all students participating in extracurricular activities and for students who obtain a parking sticker. The objective of the random drug testing program shall be to:

1. Reduce the risk of injuries.
2. Provide a deterrent to substance abuse.
3. Help maintain a school environment free of substance abuse.
4. Establish District students as role models for the student body and community.

Fifty students who meet the criteria shall be tested 6 times per year. The students tested shall be selected on a random basis, using school identification numbers, by the testing laboratory. The testing laboratory shall be in charge of the testing procedures, including the random selection of the students, the collection of specimens, and the analysis process. Testing shall be supervised by employees of the appropriate gender using procedures required by the testing laboratory. Any positive test result shall be double-checked for accuracy.

The laboratory shall be instructed to test for the following prohibited substances: alcohol, amphetamines, barbiturates, benzodiazepine, cocaine, methaqualone, nicotine, opiates (codeine, heroin, morphine, and papaverine), phencyclidine (PCP), steroids, and tetrahydrocannabinols (THC, marijuana).

Accepted immunological screening procedures and confirmation techniques shall be used before positive results are reported.

The collection and coding of specimen samples shall be executed in a manner designed to ensure confidentiality and proper identification. Only the student, the student's parent/guardian, the appropriate coach(s), sponsors, the athletic director, and the administration shall be notified of any sample that tests positive. All test results shall be destroyed when the student is no longer enrolled in a district school.

After the first positive test, the student shall be suspended from all extracurricular competitions and activities for 20 consecutive calendar days. The student shall be assigned to an alternative program as established by the appropriate department. In order to ensure confidentiality, this alternative shall be the same as programs assigned to other students.

After the second positive test, the student shall be suspended from all extracurricular activities for one full calendar year and shall be assigned to an alternative program.

After the third positive test, the student shall be dismissed from the appropriate program.

Once a student has a positive test, that student shall be subject to participation in each random testing period for the remainder of the student's high school career.

Any student who tests positive shall be encouraged to seek treatment and shall be given referral information for substance abuse treatment programs available, at the expense of the student and his or her parent/guardian, in the local area.

CISD Athletic Event Spectator Conduct & Removal

Cleveland ISD is committed to providing a safe, respectful, and positive environment for all those involved at our athletic events. We have established expectations for spectator conduct and for violations that result in removal from an athletic contest.

In accordance with UIL Constitution and Contest Rules (Sections 2.2, 2.3, and applicable sport-specific sportsmanship rules) and Texas Senate Bill 2929 (SB 2929), game officials, event administrators, and school representatives have the authority at any time to remove a spectator from an athletic contest for any reason when behavior is inappropriate, disruptive, unsportsmanlike, or unsafe.

Any spectator removed must immediately leave the venue. Failure to comply may result in additional disciplinary action, including law enforcement involvement. Grounds for removal include, but are not limited to, unsportsmanlike conduct, verbal abuse or harassment, profanity or obscene gestures, threatening behavior, or failure to follow venue rules or staff directives.

In some instances a mandatory event suspensions may be suitable. If a spectator is removed from an athletic event for any reason, Cleveland ISD will impose the following suspensions:

- First Offense: Suspension from one (1) Cleveland ISD athletic event.
- Second Offense: Suspension for the remainder of the season.
- Third Offense: Suspension from all Cleveland ISD athletic events for one (1) full calendar year from the date of the third offense.

Offenses are cumulative and may carry across sports, seasons, and school years. Suspensions apply to both home and away events. Appeals must be submitted in writing to Cleveland ISD administration and do not delay enforcement unless otherwise determined by the district. Attendance at Cleveland ISD athletic events constitutes agreement to comply with this policy, UIL rules, and all venue regulations.

Clubs and Activities Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Your campus administrator will be able to advise you of which groups are included at your campus.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep. Fees may not exceed the cost of materials.
- Membership dues in student organizations or clubs, and admission fees or charges for attending extracurricular activities when membership or attendance is voluntary.
- Security deposits for the return of materials, supplies, or equipment.

- Fees for personal physical education and athletic equipment and apparel. However, any student may provide his or her own equipment or apparel if it meets reasonable requirements and standards relating to health and safety established by the Board.
- Fees for items of personal use or products that a student may purchase at the student's option, such as student publications, class rings, yearbooks, graduation announcements.
- Fees specifically permitted by any other statute.
- Fees for an authorized, voluntary student health and accident benefit plan.
- A reasonable fee, not to exceed the actual annual maintenance costs, for the use of musical instruments and uniforms owned or rented by the district.
- Fees for personal apparel that become the property of the student and that are used in extracurricular activities.
- Parking fees [see CLC] and student identification cards.
- Fees for lost, damaged, or overdue library books, technology equipment, or any resource provided by CISD. Fee Schedules will be determined by damage, cost, repair, etc.
- Fees for driver training courses, provided that such fees shall not exceed the actual district cost per student in such programs for the current school year.
- Fees for optional courses offered for credit that require the use of facilities not available on school premises, or the employment of an educator who is not part of the school's regular staff, if participation in the course is at the student's option. Payment may not be required if the course is one requested by parents according to Education Code 28.003 [see EHA].
- Fees for courses offered during summer school, except that the Board may not charge a fee for a course required for graduation unless the course is also offered without a fee during the regular school term.
- A reasonable fee for transportation to a student who lives within 2 miles of the school the student attends to and from that school, except that the Board may not charge a fee for transportation for which the district receives funds under Education Code 42.155(d). [See **Buses and Other School Vehicles** on page 70.]
- A maximum fee of $50 for an educational program outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required under Education Code 25.092. [See FEC.] The district shall provide a written form to be signed by the student's legal guardian stating that this fee would not create a financial hardship or discourage the student from attending the program. The district may assess the fee only if the student returns the signed form.
- Fees paid for extracurriculars are not reimbursed when disciplinarian measures have been put into place, forfeiting membership.
- If the district does not receive any funds under Education Code 42.155 and does not participate in a county transportation system for which an allotment is provided under Education Code 42.155(i), a reasonable fee for the transportation of a student to and from the school the student attends.
- In some cases, a fee for a virtual or hybrid course

Any required fee or deposit may be waived if the student and parent or guardian is unable to pay. Application for such a waiver may be made to the campus principal who will determine ability to pay based on the criteria for identifying students who are eligible for participation in the free and reduced-price school breakfast and lunch program. [For further information, see policy FP.]

FUNDRAISING

Fundraising activities by student groups and/or for school sponsored projects shall be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades. All fundraising projects shall be subject to the approval of the principal. Student participation in approved fundraising activities shall not interfere with the regular instructional program. In addition, the District has established a wellness policy and plan with local standards for food and beverage fundraisers made available to students during the school day,

this can be found on the district website. [See EC [LOCAL] Funds raised shall be received, deposited, and disbursed in accordance with CFD(LOCAL).

GANG FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang related crimes, will be enhanced to the next highest category of offense if they are committed in a gang free zone. For purposes of the district, a gang free zone includes a school bus and a location in, on, or within 1,000 feet of any district owned or leased property or campus playground.

GRADE-LEVEL CLASSIFICATION (Grades 9-12 Only)

When a student enters Ninth grade, the student will be assigned to a cohort based on expected graduation year. Each year that cohort of students will be one year closer to graduation. However, students cannot graduate without the completion of the required credits for a high school diploma in Texas, which includes successfully passing the 5 End-of-Course assessments English 1, English 2, Algebra 1, Biology, and US History. Students are classified according to the Cohort they should graduate high school, based on a four-year graduation plan from the date they entered ninth grade.

Year in High School	Credits Needed	Grade level classification
First Year in High School	0.0-5.5 credits	Freshman (Grade 9)
Second Year	6.0-11.5 credits	Sophomore (Grade 10)
Third Year	12.0-18.5 credits	Junior (Grade 11)
Fourth Year	19.0+ credits	Senior (Grade 12)
Classification occurs only at the end of each academic year with one exception. Students classified as 11th graders, but who are able to meet graduation requirements by May or August of the current school year will be reclassified as 12th graders at mid-term.		

Students with passing grades but poor attendance, who are absent more than 10% of the school days each semester, are at risk of losing those credits. Students will be required to meet with the designated Administrator and Counselors on the Campus Attendance Committee to appeal for those credits or to complete a prescribed program to demonstrate mastery of the content missed due to absences.

GRADING GUIDELINES

The superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for CISD grading are as follows:

Pre-kindergarten and Kindergarten

Pre-kindergarten and Kindergarten students are graded using a standards - based report card. Students are evaluated continuously on skills and concepts they are expected to master by the end of the grade level. Student progress will be reported to parents each nine weeks on a standards-based report card using the following levels of competency: Exceeds Expectations (E), Meets Expectations (M), and Approaches Expectations (A).

Grades 1-5

For mathematics and reading/writing courses a minimum of 9 daily grades and 3 test grades per 9-week period shall be taken. Social studies and science courses will take a minimum of 6 daily grades and 2 test grades per 9-week period.

Grades 6-12

A minimum of 9 daily grades and 3 test grades per subject per 9-week period shall be taken.

Grading Consequences for Cheating

Grading Consequences can be assigned for academic dishonesty, including cheating or copy the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT) and unauthorized communication between students during an examination

[See Report Cards/Progress Reports and Conferences on page 61 for additional information on grading guidelines.] GRADING SCALE

The grading scale below applies to ALL grade levels:

100 – 90	A
89-80	B
79-70	C
69-below	F

Reteach and Retest/Reassess for Mastery

Cleveland ISD has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master knowledge, skills and competencies established by the district curriculum and the state standards.

CISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of local assessments , performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Retest/Reassess for Mastery

- If the student passes the retest, the maximum grade of 70% is recorded. In the event the student fails both, the higher of the two grades will be recorded. The original grade will be recorded if the student fails to take advantage of the opportunity.

[Also see **Report Cards/Progress Reports and Conferences** on page 61 for additional information on grading guidelines. See **Graduation** below, **Course Credit** on page 47, and **Standardized Testing** on page 68 for additional information regarding EOC assessments.]

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:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation].

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours, at times of the year outside normal school operations, or summer school.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [**See Standardized Testing** on page 68 for more information.]

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Foundation Plan plus a selected endorsement. A basic description of these programs can be found in the Cleveland High School Course Selection Guide. [See policy EIF(LEGAL).]

Foundation Graduation Program is the basic program for all high school students. Every student in a Texas public school who entered grade 9 in the 2014-2015 school year and thereafter will graduate under the "Foundation Graduation Program." Within the Foundation Graduation Program are "endorsements," which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript. The Foundation Graduation Program also involves the term "distinguished level of achievement," which reflects the completion of at least 1-endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 43.

State law and rules prohibit a student from graduating solely under the Foundation Graduation Program without an endorsement unless, after the student's sophomore year; the student and student's parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a 4-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the Foundation Graduation Program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and 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 state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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, the student and parent should be aware that 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 Required for Foundation Graduation Program	Number of Credits Required for Foundation Graduation Program with an Endorsement

English Language Arts	4	4
Mathematics **	3	4
Science	3	4
Social Studies *(including Economics)*	3	3
Physical Education **	1	1
Languages Other than English **	2	2
Fine Arts	1	1
Electives	5	7
TOTAL	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

** Mathematics. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

** Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

** Language other than English. Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue. Students may choose endorsements in the following:

- Arts & Humanities
- Business & Industry
- Public Service
- Science, Technology, Engineering & Math
- Multidisciplinary

FAFSA or TAFSA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TAFSA). A student is not required to complete and submit a FAFSA or TAFSA if [19 TAC 74.1023(c)]:

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

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 1 endorsement and to graduate with a 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 4-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parents. Before the end of grade 9, a student and his or her parents will be required to sign off on

a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit available here: http://tea.texas.gov/communications/brochures.aspx.

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

Available Course Options for all Graduation Programs
Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Certificates of Coursework Completion

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

Students with Disabilities

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

A student who received 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 instrument required to earn an endorsement.

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

Graduation Exercises

Graduation exercises are held at the end of the school year. Only those students having completed all local requirements, but has failed to meet state testing requirements are eligible to participate in graduation exercises. [See policy FMH(LOCAL).] Students that meet local requirements, but not state testing, will not receive a high school diploma until successfully completing the state testing requirements for graduation.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the ceremony will be removed from the ceremony. Graduating students who were assigned to the district's Alternative Education Program through the end of school year and successfully completed their term of assignment in the AEP without further disciplinary action will be allowed to take part in graduation ceremonies. The graduation ceremony is a solemn event commemorating a milestone achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class, which will decide on the basic organization and components of the ceremony, and the administration, which will exercise editorial review and approval of the speeches and other comments to be delivered by the Valedictorian and Salutatorian and any other students. [Also see **Grading Guidelines** above and **Standardized Testing** on page 68 for more information.]

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will **not** be allowed to participate in graduation activities. The final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. The Superintendent, in consultation with campus principals, shall develop a method using neutral criteria for selecting the students who will publicly speak in any official role or capacity at school events and graduation. Students eligible for speaking roles will be notified by the campus principal and given the opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct.] For student speakers at other school events, see **Student Speakers** on page 68.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation such as the purchase of invitations, senior ring, cap and gown, and senior picture, both the student and parent should monitor progress toward completion of all requirements for graduation. These expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 46.]

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, and Future Texas Teachers Scholarship Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT & HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm; such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[**See Bullying**, on page 19 and policies FFI and FNCC.]

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 each year when registering their student(s).. Health related services are offered by the campus nurse on every campus in CISD. [see **Other Examinations and Screenings]**

Student Illness

Students who are ill or injured at school must be seen by the nurse unless the injury is identified by the teacher as a minor injury which can and should be handled in the classroom by the teacher. (i.e small cuts and abrasions, minor toothache or loose tooth, readily controlled nosebleed, dry skin, chapped lips, eyeglass repair, etc.)The Nurse, Principal or designee will be responsible for parent communication. At no time will students be permitted to call parents for early release from school. If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child needs to go home, the nurse will contact the parent to pick up the child. It is the parent's responsibility to ensure the child will be picked up in an appropriate amount of time. If no communication is established in a timely manner school administrators will make the necessary decision to contact EMS/Paramedics. Failure to appear or communicate with school personnel will result in the school contacting Child Protective Services. When a student is ill, please contact the school's attendance office to inform them of their absence. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified by the Department of State Health Services. For example, students who have a fever over 100 degrees must remain home until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

Cleveland ISD shall exclude from attendance any child having or suspected of having a communicable condition. Exclusion shall continue until the readmission criteria for the conditions are met. Cleveland ISD shall follow the Texas Department of State Health Services Recommendations for Prevention and Control of Communicable Diseases in a Group Care Communicable Disease Chart for Schools & Child-Care Centers .

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) of our local/regional health authority. Contact the school nurse regarding any questions about student health and attendance.

At the beginning of each school year, parents are asked to complete a form authorizing a designated school employee to consent to medical treatment in case their child is injured at school or a school-related activity and requires emergency treatment. Cleveland ISD will contact parents in such a situation and will also call for emergency medical assistance.

Allergies

The district requests to be notified when a student has been diagnosed with an allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular allergen. It is important to disclose triggers to which the student is allergic, as well as the nature of the allergic reaction. Parents should contact the school nurse or campus principal to inform them of their student's known allergy or as soon as possible after any diagnosis of an allergy.

The district has developed and reviews annually an allergy management plan, which addresses specialized training for employees responsible for the development, implementation, and monitoring of the district's allergy management plan, awareness training for employees regarding signs and symptoms of allergies and the appropriate emergency response, general strategies to reduce the risk of exposure to common allergens, and methods for requesting specific allergy information from a parent of a student with a diagnosed allergy. When the district receives information that a student has an allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's allergy management plan can be accessed at the district's website located at http://www.clevelandisd.org.

In accordance with Texas Education Code §38.208, CISD has adopted a policy to allow trained and authorized school personnel to administer an unassigned epinephrine delivery system – sometimes known as an EpiPen – to someone who is reasonably believed to be experiencing an anaphylactic reaction.

[See policy FFAF and **Celebrations** on page 20.]

IMMUNIZATIONS

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. In accordance with Texas Administrative Code §97.62, Texas law allows for an exemption from immunizations for reasons of conscience, including a religious belief. To claim an exemption due to reasons of conscience, a student's parent or legal guardian must request, sign, and submit an official DSHS affidavit form to the child's

school. The affidavit is valid for two years. The original form must be notarized and submitted to the principal or school nurse within 90 days of notarization. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the Texas Department of State Health Services Immunization Section, Mail Code 1946 P.O. Box 149347, Austin, Texas 78714-9347; or online at https://co-request.dshs.texas.gov/ 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: polio, diphtheria, tetanus and pertussis, measles, mumps, and rubella; hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. Any document will be acceptable provided that a physician or public health personnel has validated it. Validation includes a signature, initials, and/or rubber stamp. An immunization record generated from an electronic health record must include clinic contact information and the provider's signature/stamp, along with the vaccine name and vaccination date (month, day, and year). An official record generated from a health authority is acceptable. An official record received from school officials, including a record from another state is acceptable. Students will also be excluded from attendance if students are not compliant with immunizations after parents/guardians have been notified of delinquencies and have been provided an opportunity to update records.

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 life-long condition.

7th Grade Immunizations

Parents of 7th graders, Tdap and Meningococcal vaccines are state requirements before the first day of school or at enrollment of 7th grade or higher. These vaccines are required by the State of Texas under Title 25 of the Texas Administrative Code, Section 1, Chapter 97, Subchapter B, Rule 97.63; if your child is delinquent of these immunizations our school will be in violation of this code. Please make sure your student has received these vaccines and records have been turned into the nurse BEFORE the first day of 7th grade..

[For further information, see policy FFAB(LEGAL) and the DSHS Website: http://www.dshs.state.tx.us/immunize/school/default.shtm.]

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. Lice are not a public health threat. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

The district does not require or recommend that students be removed from school because of head lice or nits. According to a head lice research article published by the American Academy of Pediatrics (AAP) in 2015, "No healthy child should be excluded from or allowed to miss school time because of head lice or nits.

More information on head lice can be accessed on the district's website located at http://www.clevelandisd.org or obtained from the DSHS website http://www.dshs.state.tx.us/schoolhealth/lice.shtm.

Medicines at School

Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, we ask that you schedule the timing of the doses so that the child takes the medicine at home. In the event a child has to take medicine at school, the below procedures must be adhered to. [Also refer to FFAC(LEGAL)].

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

It is advised that a 30-day supply of medications will be kept in the clinic. If additional amounts are required, it is at the discretion of the campus nurse and administration related to the medical condition. The parent/guardian will be notified when medications need to be replenished.

The district will not purchase medication to give to a student.

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request signed by parent and physician;
- 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;
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request signed by parent and physician;
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

Parents concerned about insects and use of insect repellents are strongly encouraged to use a repellent on their child before they leave for school. Cleveland ISD staff will not provide or apply insect repellent during the school day. Parents who are concerned about mosquito exposure during the school day may send a lotion, wipe-on, or wristband type of repellent for use by their child. For safety reasons, pump spray repellents are discouraged and should not be used indoors. No aerosols are allowed due to the dangers of pressurized cans and aerosols stay airborne longer, thus exposing students to respiratory issues. Parents should label repellent product containers with the student's name. Repellent products should be stored away when not in use, such as in totes, lockers, backpacks, or some other reasonable location.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parents and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to 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.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus that serves students in grades K-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.

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an

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

Steroids (Secondary Grade Levels Only)

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

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

Physical Activity Requirements

Elementary School
In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade five engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

Middle School
In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in grades 6-8 will engage in 30 minutes of moderate or vigorous physical activity per day for at least 4 semesters.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)
Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the appropriate campus health and fitness coach to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

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(s), including:

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

A physical examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student shall complete a medical appraisal form and the results of this appraisal form may prompt the district to require a physical examination. However, Cleveland ISD requires students to have a physical examination annually for all students participating in U.I.L. sports.

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

According to the U.I.L., an electrocardiogram (ECG) is not required. If a student requests an electrocardiogram (ECG), it is solely their responsibility to schedule and pay for such ECG. The student and his/her family are responsible for having the ECG conducted and read. Schools MAY assist in this process and MAY provide cardiac screening opportunities but schools are NOT required to do so.

Spinal Screening Program
School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screenings by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA (legal) or contact the Superintendent.

Spinal screening is non-invasive and conducted following the most recent nationally accepted and peer-reviewed standards for spinal screening.

Special Examinations and Screenings

Bacterial Meningitis

The Department of State Health Services requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the 5-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. Information regarding this immunization can be found on our district website, http://www.clevelandisd.org, under Department- Health Services, Student Health Information and Forms.

For more information regarding this immunization visit
.https://www.dshs.texas.gov/sites/default/files/immunize/docs/11-15233.pdf

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).]

Food Allergies (All Grade Levels)

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

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the director of food services.

[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 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) 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.

Other Examinations and Screenings

Texas Health Services requires the following health screenings for students:

- Vision & Hearing – Grades PK, K, 1, 3, 5, 7, and new students entering the district.
- Scoliosis –
    - Girls will be screened two times, once at age 10 (or fall semester of grade 5) and again at age 12 (or fall semester of grade 7).
    - Boys will be screened one time at age 13 or 14 (or fall semester of grade 8).
- Diabetes Risk Assessment: Grades 1, 3, 5, and 7

Parents, students and staff may request a screening at any time. Students who fail the screening will receive a referral notice for further evaluation. A parent/guardian may present proof of vision, hearing, and scoliosis evaluations from private sources, in lieu of this screening.**Physical and Mental Health Resources**

Health-Related Resources, Policies, and Procedures

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

- The district or campus, full-time or part-time, nurse.
- The district or campus, full-time or part-time, school counselor.
- The local public health authority.
- The local mental health authority

Mental Health Supports

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison, Simone Barnes, at simone.barnes@clevelandisd.org or at 281-592-8717 for information.

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

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

Policies and Procedures that Promote Student Physical and Mental Health

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 http://www.clevelandisd.org.

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

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

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

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's School Health Advisory Council is available on the district website located online at http://www.clevelandisd.org. The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 3 for additional information.]

Student Wellness Policy/Wellness Plan

Cleveland Independent School District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You may contact Elizabeth Moss, Coordinator of Health and Nursing Services, at 281-592-8717 or elizabeth.moss@clevelandisd.org with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Tobacco and E-Cigarettes Prohibited
Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

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

HOMELESS STUDENTS

You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Homeless Education Liaison, Mrs. **Rebecca Smith**, at (281) 592-8717.

[**See Students Who Are Homeless** on page 11.]

HOMEWORK

Elementary education will use homework is an extension of the classroom and does not count towards a student's grade.

Secondary education homework may be given to students. No more than 10% of the student's grade will be based on homework.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the campus principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL)

LEAVING CAMPUS

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the campus principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow the parent to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, the parent must submit a note to the main office in advance of the absence, at least two hours before the student needs to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

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

Each campus has a designated area in which lost and found items are stored. Students who have misplaced an item may speak with front office staff to locate their items. Cleveland ISD discourages students from bringing personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course, and the needs of the individual student in mastering the essential knowledge and skills or, in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner. A student will be given a minimum of one day for each day absent to complete their make-up work. A student who does not make up assigned work within the time allotted will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 15.]

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence.

DAEP Makeup Work

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

In-School Suspension (ISS) 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

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

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

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

The District's non-discrimination policy and grievance procedures are in the policy FFH in the district's policy manual, available at www.clevleandisd.org

The district has designated and authorized the following employees as the Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Keith Garcia (keith.garcia@clevelandisd.org) will serve as Title IX Coordinator for Staff and Dr. Cap Roder (ernest.roder@clevelandisd.org) will serve as Title IX Coordinator for Students. Both can be located at 1901 E. Houston Street, Cleveland, TX. 77327 281-592-8717. 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 Section 504 Coordinator or the Director of Special Education, 316 East Dallas St. Cleveland, TX. 77327 281-592-8717.
- For all other concerns regarding discrimination, see the Superintendent, Dr. Glenn Barnes. 316 East Dallas St. Cleveland, Tx. 77327 281-592-8717.

NONTRADITIONAL ACADEMIC PROGRAMS

The district operates a dropout recovery education program, The Douglass Learning Academy [see Appendix C on page 80], which is a public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school, and which program meets the criteria set forth at Education Code 29.081(e)(1)-(5).

Students in attendance at the dropout recovery education program shall be included in the district's average daily attendance for funding purposes.

Douglass Learning Academy provides flexibility in the number of hours each day a student attends and allows a student to enroll in less than or more than a full course load.

Except in the case of a course designed for a student who will be denied credit as a result of attendance requirements, a course offered in a program under this section must provide for at least the same number of instructional hours as required for a course offered in a program that meets the required minimum number of instructional days under Education Code section 25.081 and the required length of school day under Education Code section 25.082.

The district may provide instructional services to students who:

1. Have dropped out of school or are at risk of dropping out of school;

2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the Commissioner; or

3. As a result of attendance requirements under Education Code 25.092, will be denied credit for 1 or more classes in which the students have been enrolled. A student who will be denied credit for 1 or more classes as a result of attendance requirements may enroll in a class offered during the school year or during the period in which school is recessed for the summer to enable the student to earn class credit that the student would not otherwise be able to receive without retaking the class.

[See EIF(LEGAL).]

PARENT AND FAMILY ENGAGEMENT

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.clevelandisd.org..

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Encouraging your child to put a high priority on education, setting goals, and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child once your child is in middle school and again with the school counselor while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. Online options are available. [See **Academic Counseling** on page 27.]
- 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 campus principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 61.]
- Becoming a school volunteer and/or participating in campus parent organizations. Every campus in the district has an active Parent Volunteer organization, and we encourage you to actively participate in the group at your child's or children's campus. At the secondary schools, parents have formed booster clubs and organizations to support several types of student activities. We encourage parents to volunteer in our schools. Individuals interested in volunteer positions with the district must complete an application form and provide to the district a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government before beginning volunteer activities. Additionally, the district will obtain from the Texas Department of Public Safety (DPS) and any other law enforcement agency, criminal justice agency, or private consumer reporting agency all criminal history record information that relates to a volunteer. [For further information, see policy GKG and **Volunteers** on page 72.]
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the appropriate campus principal on the campus-based level and/or the appropriate district-level administrator regarding district-level planning committees.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, information in this handbook at **School Health Advisory Council** on page 49.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Board agendas are available 3 business days prior to each meeting. More details and meeting dates are updated on the district website, under the Board of Trustees tab. [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. Students must request a parking permit 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 United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 6.]

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

PRAYER

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

Private Spaces

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

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level.

Elementary and Middle School Grade Levels

In grades 1–2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course level and grade level standards (essential knowledge and skills) for reading, writing, and mathematics.

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course level and grade level standards (essential knowledge and skills) for all subject areas.

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course level and grade level standards (essential knowledge and skills) for all subject areas.

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

Certain students, some with disabilities and some classified as Emergent Bilingual, may be eligible for exemptions, accommodations, or deferred testing. For more information, see the campus principal, school counselor, special education director or campus LPAC Liaison.

Parents of a student at or above grade level 3, who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in accelerated instruction (House Bill 4545) and/or may have the opportunity to attend summer school to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 45.

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [**See Grade-Level Classification** on page 41.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 42 for more information about EOC assessments.]

Repeating a High-School Credit Course
A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

RELEASE OF STUDENTS FROM SCHOOL

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the campus principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

All Cleveland ISD campuses are closed campuses. Students will **not** be allowed to leave campus during the regular day unless properly checked out of school by his/her parent or guardian. In such cases students should be checked out at least 30 minutes prior to the end of school to allow school personnel adequate time to process the request. Do not call the office and ask that your child be told where to go and what to do after school. Such arrangements should be made before he/she leaves home. Parents/guardians who wish to change a student's usual mode of transportation must submit a written and signed request to the student's teacher or to the school office no later than 1 hour after the start of school to allow school personnel time to verify the request. Students will be allowed to leave school during the school day only with the permission of the campus principal or someone in the attendance office who has been given the authority to release students. **Parents cannot go directly to their child's classroom and take the child away from school during the day.** Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the attendance office and sign the child out. The teacher will send the child to the attendance office, and he/she will be released

to you at that time**. Once a student has been checked out, they should not be on another campus during the school day.**

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

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation. State Board of Education rules permit Olympic-caliber PE instruction, which may occur during the school day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.

[Also see **Leaving Campus** on page 53.]

REMOTE INSTRUCTION

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in remote or virtual learning environments.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

The district shall issue grade reports/report cards every **9** weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with Board Policy EIA (LOCAL) and the standards established in EIE (LEGAL).

Interim progress reports shall be issued for all students in grades 1st-5th during the 4th week of the 9 week grading period, and 6th-12th after the 3rd and 6th week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

During the 4th week of a 9-week grading period, parents will receive a progress report of their child's performance on any courses. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 56 for information on how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent or designee pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 42.]

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 current student performance levels, or for a student who receives a grade lower than 70, parents are encouraged to contact their students' campus regarding tutorial options.

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

SAFE STORAGE OF FIREARMS

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

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

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

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

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the campus principal, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the campus principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- 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.
- School issued student's Smart Tag must be worn and visible daily in order to be on campus and/or in class. Smart Tag may be worn on a lanyard or clip, but must be worn above the waist. In the event a Smart Tag is lost, please contact campus administration to obtain procedures for replacement. Replacement tags are $5 and are at the expense of the student/parent.

Accident Insurance
At the beginning of each school year, we offer the opportunity to purchase low-cost student accident insurance that covers the student while at school. An additional policy may be purchased that covers the student 24 hours a day. The school district is not the policyholder for this insurance. Additional protection would be a benefit and protection to you and your family; the contract is between you and the insurance company. We are authorized to and do purchase accident insurance for students who participate in interscholastic athletic practice and competition.

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

Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Preparedness training: CPR and STOP THE BLEED (Grades 7-12 only)

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

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

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization card providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

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

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

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

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

Parents are responsible for making arrangements to transport a student who becomes ill during the school day and are expected to assume responsibility for transportation of their children except when an ambulance is required or in other unusual circumstances.

No student shall be transported by school personnel except by written request from the parent, legal guardian, or whoever has legal control of the student. Unless in a mass casualty situation, a student transported to a medical facility, should be accompanied by a staff member designated by the principal, and will remain with the student until a parent/guardian arrives.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: **School Messenger, Facebook, Twitter, District Website, Local newspapers, radio, and TV channels.**

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing**]

SCHOOL FACILITIES

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available on each campus in the office of the principal, as well as the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Maintenance Director, the district's designated Asbestos Coordinator, at (281) 592-2618. Opt. 2.

Food and Nutrition Services

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.

Breakfast is FREE to all students enrolled in Cleveland ISD

Lunch is FREE to all students enrolled in Cleveland ISD

All CISD schools participate in the Community Eligibility Provision (CEP). This provision provides healthy breakfasts and lunches each day at no charge for ALL students enrolled in the district during the 2026-2027 School Year. Household applications will not be required prior to or during the first week of school. Staff/Visitor meal cost is set with board approval prior to the start of the school year.

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 notifies the district that a student's information should not be disclosed.

Money can be deposited in a student's account any day of the week for a la carte items with a check/cash, or money order at any campus location. Please include the student's name, ID#, and homeroom teacher on any correspondence to ensure proper crediting. The district also offers online menus and payments with Schoolcafe on the district website. Parents can deposit money into student's accounts online and view any transactions that students make. Students may not leave the campus for lunch and may not have food delivered except by a parent. Charging is strictly prohibited for a la carte and staff/visitor purchases.

Parents or caretakers occasionally visit their children during mealtime. CISD encourages their involvement in students' education and the nutrition program. However, per the Texas Department of Agriculture an adult is not allowed to consume all or part of a meal served to a student. Students sharing with other students is also prohibited.

State and federal law, as well as board-adopted policies, defines when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

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 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. 20270-9410; or 2. Fax: (833) 256-1665 or (202) 690-7442; or 3. Email: program.intake@usda.gov.This institution is an equal opportunity provider.

Questions or concerns in connection with these procedures can be directed to the Child Nutrition Director, Lacy Willey, at (281) 592-2618.

Vending Machines
The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the Director of Child Nutrition [See policies at CO and FFA.]

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the Maintenance Director, the district's IPM coordinator, at (281) 592-2618. Opt. 2.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Campus libraries are available for student research and study, with resources appropriate for needs of the grades served by the campus. The library is supervised by a certified librarian /library aide. Students have access to the library during the school day and during posted hours before and after school.

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

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

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material, upon request.

A parent may access the school's library or any available online catalog by making a request through the principal.

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

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

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School

Students may arrive on campus no earlier than 45 minutes before the beginning of school.

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

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

After dismissal from school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless they are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Please refer to the Appendix section of this handbook for details regarding your specific campus procedures for this topic.

Meetings of Non-curriculum related groups (Secondary Grade Levels Only)

Student organized, student led non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). 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))]

Each district secondary school campus shall offer an opportunity for non-curriculum-related student groups to meet on school premises during non-instructional time. The district has not established a limited public forum for elementary school students to meet as non-curriculum-related student groups on school premises during non-instructional time. [See GKD for community access.]

Non-curriculum-related student groups shall not be sponsored by the district and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, social media, or other communications that identify the group shall contain a disclaimer of such sponsorship.

District personnel shall not promote, lead, or participate in the meetings of non-curriculum-related student groups. [For student activities sponsored by the district and having subject matter and purposes directly related to the school's curriculum, see FM.]

To receive permission to meet on school premises during non-instructional time, interested students shall file a written request with the campus principal on a form provided by the district. The students making the request shall indicate that they have read and understand the policies and rules governing non-sponsored, non-curriculum-related student groups and that the group will abide by those rules.

The campus principal shall approve or reject the request within 7 school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings.

Approval to meet as a non-sponsored, non-curriculum-related group shall be granted for 1 school year at a time, subject to the provisions of this policy.

The campus principal shall designate non-instructional time for meetings of non-sponsored, non-curriculum-related student groups and shall assign each approved group an appropriate location and time. The campus principal shall assign a district employee to attend and monitor each student group meeting. Monitors shall be present at meetings and activities in a non- participatory capacity to maintain order and protect school property. No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.

All non-sponsored, non-curriculum-related student groups shall be given access on the same basis for making announcements and publicizing their meetings and activities, in accordance with guidelines developed by the principal. [For distribution of non-school materials, see FNAA.]

Failure of a student group to comply with applicable rules may result in loss of the right to meet on school premises. In addition, students who violate applicable rules are subject to disciplinary action in accordance with the Student Code of Conduct. [See FNAB(LOCAL).]

A list of these groups is available in the campus principal's office.

SCHOOL-SPONSORED FIELD TRIPS (All Grade Levels)

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

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

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

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

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

SEARCHES AND INVESTIGATIONS

General Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, 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 conduct searches of students, their belongings, and their vehicles in accordance with law and district property. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, 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

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 expectations 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.

Electronic Devices

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 in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 35 for more information.]

Trained Dogs

The district will 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.

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.

Metal Detectors

The Board authorizes the use of hand-held metal detectors by school administrators when there is reasonable cause to believe those weapons or dangerous metal objects are in the possession of a student. Searches shall be systematic, shall not discriminate based on race, gender, or ethnicity. Additionally, in order 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. [For further information, see the Student Code of Conduct and FNF (LOCALDrug Testing - Secondary Grade Levels Only)

The Board of Trustees adopted a policy in the 2007-2008 school year in which all students involved in extracurricular activities and for students who obtain a parking sticker are subject to random drug testing as outlined in this handbook.

[For further information, see policy FNF (LOCAL). Also see **Steroids** on page 69.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, migrant students, emergent bilinguals and immigrant students diagnosed with dyslexia, and students with disabilities as described in further detail below. To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors, and will always inform you about the program beforehand. We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please first contact your child's teacher(s) and/or counselor. Should you need further assistance, please contact Tammy Brinkman, Executive Director of Special Programs, at 281-592-8717.

Accelerated Instruction/Students At-Risk: Cleveland ISD provides specialized programs designed to improve and enhance the regular education curriculum for students who meet 1 of the 13 indicators defined by the state and district as an at-risk learner. Our goal is to provide a challenging and meaningful instructional program.

Bilingual Education/English as a Second Language: Children who are identified as Emergent Bilingual students will have access to programs to help them learn to understand, speak, read, and write the English language. Cleveland ISD offers Bilingual education for students in grades PreKindergarten–5. Cleveland ISD's bilingual program is Dual Language-One Way (50/50) which provides instruction in both Spanish and English. English as a Second Language (ESL) is provided for students who speak a language other than English or Spanish. Students receive specified periods of instruction aimed at the development of English language skills.

ESL provides differentiated instruction based on the language proficiency level of the student. Upon initial enrollment, the parent/guardian will be asked to complete a Home Language Survey to ensure appropriate steps are taken to better serve the child.

Gifted and Talented: All kindergarten students are screened, beginning in December; children are identified, and G/T programming for Kindergarten begins in March. In the following grades, administrators, teachers, parents, the counselor, and/or other persons who know the special abilities of the student may nominate the student for assessment for G/T services. Nominations may be made at any time during the school year. Data regarding the student's performance, creativity, leadership, and special talents are gathered within six weeks of the nomination. A matrix is prepared to determine if the student fits the established profile for the G/T program. If the student qualifies, the parent is notified, and permission is obtained to participate in the program. The parent is notified if the student does not qualify.

Dyslexia Services: The purpose of the dyslexia program is to ensure early identification and intervention strategies for children who have certain difficulties learning to read. Dyslexia is screened for using universal screeners in grades K and 1, and in later grades as appropriate. All teachers are required to have training in dyslexia. Students determined to be at risk for dyslexia will be referred for a Full Individual Evaluation under Special Education to evaluate for the presence of a learning disability, including dyslexia. Students may receive dyslexia services through Special Education or Section 504.

Special Education: Cleveland ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. A parent is entitled to request an evaluation from special education services at any time. At that time, a team, consisting of the child's teacher, a campus administrator, and other professionals who work closely with the student, will review the child's progress and other pertinent information provided by the parent to determine the best educational route. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 45 school days of the date the district receives the written consent. Eligibility for special education services is based on educational need and a comprehensive assessment. The district must give a copy of the report to the parent. If the district team determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. The written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Please contact your campus principal to receive full information about our special education programs.

STANDARDIZED TESTING

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSIA2 (Texas Success Initiative Assessment 2.0)

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative Assessment (TSIA2). The purpose of the TSIA2 assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a Dual-Credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR in the following subjects:

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

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation on page 98.]STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

STAAR Spanish (grades 3 - 5) is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Course - End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

There are 3 testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

Emergent Bilingual students who qualify for the English I Special Provision must have LPAC documentation on file prior to meeting with the Individual Graduation Committee (IGC). Provision & IGC Rules #10-12.

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

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

[**See Graduation** on page 42 for additional information.]

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.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following: Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or providing supplemental instruction. A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

STUDENT SPEAKERS

The superintendent, in consultation with campus principals, shall annually prepare and distribute a list of all school events at which students will publicly speak in any official role or capacity, and the list shall include high school graduation exercises.

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

At each and every school event at which a student is to publicly speak in any official role or capacity, the district shall include an oral or written statement, or both an oral and written statement, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the district.

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 42 for information related to student speakers at graduation ceremonies.]

SUMMER SCHOOL

The district may offer summer school to be determined annually by state funding. Additionally, students have the ability to take courses during the summer through virtual or hybrid courses offered through the district or another district or school. Please contact your campus principal for more information.

TARDIES

A student who is tardy to class may be subject to disciplinary consequences. Students who are tardy more than 15 minutes late, are considered in violation of attendance policies and are subject to disciplinary consequences.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. If a book, including an electronic textbook or technological equipment is not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with policies FL and GBA, students have a right to copies of any and all district records that pertain to them.

TRANSFERS

The campus principal is authorized to transfer a student from one classroom to another.
The superintendent is authorized to investigate and approve transfers between schools.

Intra-district and inter-district transfer requests can be made by employees and families for their student(s). Specific criteria must be met, and approval is determined by the Student Services. If a student participates in

Special Education then the decision will include input from the Director with consultation of the IEP. More information can be found at www.clevelandisd.org.

[See **Safety Transfers/Assignments**, on page 10, **Bullying**, on page 19, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 11 for other transfer options.]

TRANSPORTATION

Transportation is provided on school buses to and from school. This is done as a convenience and privilege for our students. Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Student Code of Conduct while on the bus will be disciplined according to the Student Code of Conduct and may be suspended from the bus for a period of time.

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The campus principal or designee may require all students to ride the return bus or make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent. The district shall not be liable for any injuries that occur to students using transportation that is not provided by the school.

Buses and Other School Vehicles

The district makes school bus transportation available to all students at no cost. For information concerning bus routes and any subsequent changes, please contact the Cleveland ISD Transportation Office at (281) 592-2618. Opt. 3.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district utilizes Smart Tag for the safety of all students. Students are required to have a Smart Tag to be able to ride the bus. The district will issue one tag per school year at no cost. Replacement tags are $5 and will be at the student / parent's expense. Students without a tag will not be allowed to ride the bus. Smart Tags will be available for purchase at each campus. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in the Student Handbook and the Student Code of Conduct. Students must:

- Wait at the designated bus stop. Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated bus stop nearest home
- Keep feet, books, instrument cases, and other objects out of the aisle
- Do not deface the vehicle or its equipment.
- Keep 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.
- Avoid the use of any form of tobacco, including electronic vaporizing cigarette devices, in any district vehicle.
- Observe all school rules.
- Be seated while the vehicle is moving.
- Have seat belts fastened at all times, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- Students will only be transported to and from the house they reside in that matches their school records.
- Change of address must be submitted to the campus and processed before a student can ride the bus. It may take up to 72 hours to implement an address change.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

VANDALISM

The taxpayers of the community have made a substantial financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended, both this year and for years to come, littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The campus principal will review the video and audio recordings routinely to document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member, as this term is defined by law), a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child received special education services. For more information or to request installation and operation of this equipment, speak with the Principal or Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

VISITORS TO THE SCHOOL

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 first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the campus principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school food environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

Smoking or using an electronic vaporizing device on district property is prohibited by state law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Parents and any other person on campus without the campus principal's knowledge will be considered as trespassers. We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from children at school, and we will not tolerate it from parents.

Parents are allowed to come to school and eat lunch with their child on designated campus days. Unless we have possession of a court document that limits a possessory conservator (e.g. the parent who does not ordinarily have custody of the student) access to his/her child while at school, we will permit either parent to eat lunch with his/her child at school.

If parents wish to have someone other than themselves, such as a grandparent or adult sibling, eat lunch with their child, the parent must call the campus to notify them of this in advance.

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; or

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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

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

On Career Day and College/Career nights, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

We greatly appreciate the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the Executive Director of Human Resources Operations, **Erica McCarter**, at erica.mccarter@clevelandisd.org or at (281) 592-8717 for more information and to complete an application.

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 VoteTexas.gov.

WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must submit the appropriate withdrawal form to the campus registrar, specifying the reasons for withdrawal, the final day the student will be in attendance, and the name and address of the new school. Withdrawal forms are available from the principal's office. Upon withdrawing from campus, students will need to return all school issued textbooks and supplies and pay all appropriate fines and fees accrued during enrollment.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least 3 days' notice of withdrawal so that records and documents may be prepared.

Appendix A - Cleveland High School

Arrival and Dismissal

Classes start at 7:00 a.m. and school will be dismissed at 2:50 p.m. Students must sign in at the front office and will receive a tardy note if they are not in class when the tardy bell rings.

Early Student Pick-up

Texas school law states that students are to be in attendance for the full school day. Each class period counts towards a student's daily attendance record. All missed class periods are subject to truancy policy and procedures. [See pages 13-16 for further clarification.]

Identification

School issued student ID must be worn and visible daily in order to be on campus and/or in class. ID's may be worn on a lanyard or clip, but must be worn above the waist. In the event an identification badge is lost, please contact campus administration to obtain procedures for replacement.

Restricted Items

No food or drinks are allowed in the classroom.

Physical education equipment is supplied by the school district; therefore, items such as footballs, basketballs, skateboards, etc. are not to be brought to school. See CISD Dress Code.

Electronic devices should not be brought to school. For safety and instructional purposes, the district permits students to possess personal communication devices, including mobile telephones and tablet type devices. However, these devices must remain turned off during the instructional day, including during all testing. The use of mobile telephones in any spaces on campus, any time while at school, is strictly prohibited. Any student, who uses an electronic device or personal communication device during the school day, will have the device confiscated. Parents may pick up the confiscated electronic devices or personal communication devices from the campus principal's office.

Confiscated personal communication devices that are not retrieved by the student or the student's parents, will be disposed of after the notice required by law. [See policy FNCE.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen electronic devices or personal communication devices, including mobile telephones.

Grading Policy

Grades will be weighted as follows:

Level	**Honors**	**AP/PreAP/Dual Credit**
Homework - 10%	Homework - 10%	Homework - 10%
Classwork - 40%	Classwork - 30%	Classwork - 20%
Major/Test Grade - 50%	Major/Test Grade - 60%	Major/Test Grade - 70%

Student Organizations Include:

Band-The Music Department sponsors the Royal Braves Band. They will publish a student handbook describing the band program, its rules and regulations, its traditions, and other materials for the band members.

Cheerleaders-The purpose of Indian Cheerleaders is to foster school spirit, to encourage high standards of moral conduct and citizenship, and to bring honor to our school. Cheerleaders MUST maintain a high average in their classes and demonstrate good citizenship. Tryouts are held in the spring under the direction of the sponsors.

Adult judges select cheerleaders. The cheerleader sponsor and school administrators appoint the Cheerleader Captain. All cheerleaders must follow the guidelines set forth in the Cheerleader Handbook.

Drill Team- The purpose of the Indianettes Drill Team is to foster school spirit, to encourage high standards of personal conduct and academic performance, and to promote dance and the performing arts. Tryouts are conducted in the spring under the direction of sponsors. Adult judges select Indianettes. Adult judges at subsequent tryouts select officers. The drill teams are available at Cleveland Middle School and Cleveland High School.

Fellowship of Christian Athletes- A huddle of the Fellowship of Christian Athletes was organized in 1974. The huddle is open to any athlete in grades 9 - 12. Membership in the national organization is optional. The purpose of the huddle is to confront athletes and coaches with the challenge and adventure of following Christ, participating in His church and serving Him.

The National FFA Organization (formerly known as the Future Farmers of America)- This club is sponsored by the Agriculture Department. The purpose is to develop agriculture leadership, scholarship, cooperation, and citizenship.

The Spanish Club- is an organization designed to serve as a medium through which students can enrich their knowledge of the language through personal involvement in activities planned to broaden their cultural background. While emphasis is placed on a practical knowledge of the language, provision is made to motivate students through special activities. Prerequisite: Enrollment in Spanish or completion of 2 years of Spanish.

National Honor Society- is composed of those students considered to be outstanding in scholarship, character, leadership and service. The purpose of the chapter is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in all students of CHS. Membership is by invitation only. NHS membership is available to students at Cleveland Middle School and Cleveland High School.

Student Council- The purpose of the organization is to instill in the student body a sense of honor and fair play, encourage understanding of the functions of a democracy, and to develop whole-hearted participation on the part of each student. Membership is available at Cleveland Middle School and Cleveland High School.

Skills USA - This organization prepares the student to get a job, to hold a job, and to advance on the job.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, he/she will regain eligibility to perform or compete.

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

The preceding groups, activities, and organizations are authorized extracurricular activities in Cleveland ISD. Students can miss a class no more than 10 times in the school year to participate in an approved extracurricular activity. If a student advances to a post-district competition level, he/she is allowed up to 5 additional absences.

Appendix B - Cleveland Ninth Grade Center

Arrival and Dismissal
Classes start at 7:00 a.m. and school will be dismissed at 2:40 p.m. Students must sign in at the front office and will receive a tardy note if they are not in class when the tardy bell rings

Car Riders: Car riders with a first or last period class at C9 should be dropped off and picked up at the Charles Street side entrance. Car riders with a first or last period class at CHS will need to be dropped off or picked up at that location. A shuttle service is provided to move students to C9 from CHS after first period and from C9 to CHS before the last period of the day.

Bus Riders: Bus riders with a first or last period class at C9 will be loaded and unloaded along North Blair near the main school entrance. Bus riders with a first or last period class at CHS will need to utilize bus services to or from CHS. A shuttle service is provided to move students between campuses after the first period and before the last period of the day..

Shuttle Service

Ninth grade students who have classes or belong to organizations that meet at CHS will utilize a district shuttle service to be transported between the Ninth Grade Center and CHS. This service may be adjusted on testing days and in other special circumstances.

Early Student Pick-up

Texas school law states that students are to be in attendance for the full school day. Each class period counts towards a student's daily attendance record. All missed class periods are subject to truancy policy and procedures. [See pages 13-16 for further clarification.]

Identification

School issued student ID must be worn and visible daily in order to be on campus and/or in class. ID's may be worn on a lanyard or clip, but must be worn above the waist. In the event an identification badge is lost, please contact campus administration to obtain procedures for replacement.

Restricted Items

No food or drinks are allowed in the classroom.
Physical education equipment is supplied by the school district; therefore, items such as footballs, basketballs, skateboards, etc. are not to be brought to school. See CISD Dress Code.

Electronic devices should not be brought to school. For safety and instructional purposes, the district permits students to possess personal communication devices, including mobile telephones and tablet type devices. However, these devices must remain turned off during the instructional day, including during all testing. The use of mobile telephones in any spaces on campus, any time while at school, is strictly prohibited. Any student, who uses an electronic device or personal communication device during the school day, will have the device confiscated. Parents may pick up the confiscated electronic devices or personal communication devices from the campus principal's office.

Confiscated personal communication devices that are not retrieved by the student or the student's parents, will be disposed of after the notice required by law. [See policy FNCE.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen electronic devices or personal communication devices, including mobile telephones.

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Grades will be weighted as follows:

Level	**Honors**	**AP/PreAP/Dual Credit**
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Skills USA - This organization prepares the student to get a job, to hold a job, and to advance on the job. Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, he/she will regain eligibility to perform or compete.

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

The preceding groups, activities, and organizations are authorized extracurricular activities in Cleveland ISD. Students can miss a class no more than 10 times in the school year to participate in an approved extracurricular activity. If a student advances to a post-district competition level, he/she is allowed up to 5 additional absences.

Appendix C: Frederick A. Douglass Learning Academy

Frederick A Douglass Learning Academy is designed to meet the needs of at–risk students who are seeking a high school diploma. We serve current Cleveland High School students who are not successful in the traditional high school program. We also serve students who have dropped out of Cleveland High School and are seeking to complete a high school diploma.

School Hours
7:15-2:25

GRADUATION PLANS and CLASSIFICATIONS 2026-2027 SCHOOL YEAR

Students entering Douglass Learning Academy will graduate either on the Foundation School Program, or Foundation with Endorsements plan unless they began high school under a different graduation plan. The Foundation School Program requires each student to complete 22 state mandated credits for graduation, while the Foundation with Endorsements requires 26 state credits.

In addition, each student will be responsible for passing the STAAR (State of Texas Assessments of Academic Readiness) EOC (End of Course) tests, English 1, English 2, Algebra 1, Biology and U.S. History.

Grade levels and student classification are the same as Cleveland High School. Students graduating from Frederick A. Douglass Learning Academy are recognized at a commencement ceremony for the students who are graduating from the campus and have met all graduation requirements set by TEA. Students completing graduation requirements receive a Frederick A. Douglass Learning Academy High School diploma.

GUIDELINES FOR COURSE COMPLETION DURING THE 2026-2027 SCHOOL YEAR

Douglass Learning Academy is a fast-paced credit recovery and credit gain facility. Adequate progress is viewed as 2.5% daily in each class. Student progress is reviewed weekly in staff meetings to determine individual student success and possible interventions to assist students who are not making adequate progress.

CURRICULUM

The curriculum used at Douglass Learning Academy is web based and is aligned with the curriculum objectives set forth by the state of Texas.

Identification

School issued student ID must be worn and visible daily in order to be on campus and/or in class. ID's may be worn on a lanyard or clip, but must be worn above the waist. In the event an identification badge is lost, please contact campus administration to obtain procedures for replacement

ADMISSION

Students presently enrolled at Cleveland High School should contact the counseling office for an application. Upon receiving the application, it will be reviewed to see if it complies with the admission rubric. Admission to DLA is constant based on seat availability.

Dropouts who wish to return to school should contact Douglass Learning Academy at 281-592-7595 to make an appointment to visit with the principal. An application will be completed and returned to DLA.

Douglass Learning Academy Students are expected to take ownership and responsibility for their attendance, behavior, and academic progress. These categories will be reviewed daily to determine if action is required.

Appendix D: Cleveland Middle School and Santa Fe Middle School

Start and Dismissal Times:
Classes begin at 7:50am and dismiss at 3:30pm

Car Riders:
CMS: All car riders should be dropped off and picked up in the circle drive behind the school/ new cafeteria.
SFM: All car riders should be dropped off and picked up in front of school in the big circle drive.

Bus Riders:
CMS: All buses load and unload students in the front circle drive of the campus.
SFM: All buses load and unload students on the side of the school facing Santa Fe Elementary.

Restricted Items
Physical education equipment is supplied by the school district; therefore, items such as footballs, basketballs, skateboards, etc. are not to be brought to school. See CISD Dress Code.

School Marquee:
Notices of school functions, holidays, staff development days, and early release dates will be posted on the marquee located in the front of the campus.

Identification
School issued student ID must be worn and visible daily in order to be on campus and/or in class. ID's may be worn on a lanyard or clip, but must be worn above the waist. In the event an identification badge is lost, please contact campus administration to obtain procedures for replacement

Grading Policy:
Grading Policy for 2026-2027 will be weighted as follows:

Level	**Honors**
Homework – 10%	Homework - 10%
Classwork - 40%	Classwork - 30%
Major/Test - 50%	Major/Test – 60%

Student Organizations

Band-The Music Department sponsors the Royal Braves Band. They will publish a student handbook describing the band program, its rules and regulations, its traditions, and other materials for the band members.

Cheerleaders-The purpose of cheerleaders is to foster school spirit, to encourage high standards of moral conduct and citizenship, and to bring honor to our school. Cheerleaders MUST maintain a high average in their classes and demonstrate good citizenship. Tryouts are held in the spring under the direction of the sponsors. Adult judges select cheerleaders. The cheerleader sponsor and school administrators appoint the Cheerleader Captain. All cheerleaders must follow the guidelines set forth in the Cheerleader Handbook.

Drill Team- The purpose of the Drill Team is to foster school spirit, to encourage high standards of personal conduct and academic performance, and to promote dance and the performing arts. Tryouts are conducted in the spring under the direction of sponsors. Adult judges select Indianettes. Adult judges at subsequent tryouts select officers.

National Junior Honor Society- is composed of those students considered to be outstanding in scholarship, character, leadership, and service. The purpose of the chapter is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in all students. Membership is by invitation only.

Student Council- The purpose of the organization is to instill in the student body a sense of honor and fair play, encourage the understanding of the functions of a democracy, and to develop whole-hearted participation on the part of each student. Membership is available at Cleveland Middle School and Cleveland High School.

Participation in extracurricular activities is a privilege, not a right. **By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or**

competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within 3 weeks, he/she will regain eligibility to perform or compete.

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

The preceding groups, activities, and organizations are authorized extracurricular activities in Cleveland ISD. Students can miss a class no more than 10 times in the school year to participate in an approved extracurricular activity. If a student advances to a post-district competition level, he/she is allowed up to 5 additional absences.

Appendix E: Elementary Schools

Arrival & Dismissal

Doors open for student arrival each day at 7:55 a.m. for bus riders and 8:10 a.m. for car riders. School begins at **8:40 a.m**. Students arriving **after** 8:40 must check in at the office and receive a tardy slip.
Dismissal begins at **4:20 p.m.**, except for scheduled early release days when students are dismissed at **2:20 p.m**. (Those dates are noted on the district academic calendar.)
Students MUST be picked up b**y 4:45 p.m**. Transportation changes **MUST** be made in writing and received in the office BEFORE **3:45 p.m**. No changes in transportation will be made after 3:45 p.m.

Car Rider Information

For safety and to reduce confusion for students and teachers, **please remain in your car**. School personnel will escort and load students in/out of cars.
Cottonwood: Car riders are to be dropped off and picked up at the front of the school.
Eastside: Car riders are to be dropped off and picked up on Jefferson Ave.
Northside, Pine Burr and Santa Fe: Car riders are to be dropped off and picked up at the side of the school.
Southside: Car riders are to be dropped off and picked up at the gym door on William Barnett Street.

Early Student Pick Up and Tardies

Students will not be allowed to be picked up from the office **after 3:45 p.m**. If a parent arrives to pick up their child after the stated time, the parent will be directed to line up in the car rider line for normal dismissal time.

Visitors On Campus

Parents/Guardians are welcome and encouraged to visit our campuses and attend various activities provided. Please check in at the front office for a visitor's pass. You **must** have a **valid ID** (driver's license or state issued ID) in order to receive a visitor's pass. Without a **valid ID**, you will not be permitted to enter the hallways. Please contact the campus office for questions regarding a valid ID.

Class Parties/Special Events/Award Ceremonies

Class parties, special events, and awards ceremonies will be announced and information concerning these activities will be sent home in a timely manner. Cleveland ISD supports a healthier school environment and recommends options, such as fruits, vegetables, or whole grain snacks. Parents are encouraged to reference the District's Wellness Policy and Plan with Local Standards at http://www.clevelandisd.org for more guidance. Any and all food products brought by parents **MUST** be store bought and not homemade. Treats should not be brought to school except when requested for parties/special events.

Student Birthdays

Parents/Guardians may bring store bought cupcakes to celebrate their child's birthday. Student birthdays will **only** be celebrated the **2nd Wednesday of each month**. Prior approval from the Principal must be received.

Restricted Items

No food or drinks are allowed in the classroom.

Physical education equipment is supplied by the school district. Therefore, items such as footballs, basketballs, skateboards, etc. are not to be brought to school. Valuable items and large sums of money should **never** be brought to school.

Gum chewing is not allowed on campus. Candy and gum will be taken up and not returned.

Live animals are not permitted on campus.

Cell phones are permitted on campus. They **must** remain turned off during the instructional day, including during **ALL** testing, unless directed by a teacher to use as an instructional tool. Cell phones must be turned in to the classroom testing administrator during all state and national testing, such as STAAR and TELPAS. Parents may pick up confiscated electronic devices in the front office during school hours. Electronic devices that are not retrieved by the student's parents/guardians, will be disposed of after the notice required by law (See policy FNCE). Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen electronic devices, including mobile telephones.

Grading Policy:

Grading Policy for 2026-2027 will be weighted as follows:

1st & 2nd Grade
All grades are weighted evenly.

3rd Grade
Daily grades = 60%
Test grades = 40%

4th Grade
Daily grades = 50%
Test grades = 50%

5th Grade
Daily grades=50%
Test grades=50%

Appendix F: Disciplinary Alternative Education Program (DAEP)

School Hours

Regular Schedule
7:00 – 2:00

Note: There is a 15-minute window for each scheduled arrival and departure time without penalty. If a student arrives 16 to 30 minutes late, a minimum of 3 points will be deducted from the Daily Behavior Report Card. If a student arrives 31+ minutes late, they will not receive credit for the day. Exceptions due to emergency situations or circumstances beyond your control will be granted on a case-by-case basis with frequency also being taken into consideration. In other words, you cannot show up late every day or several times a week and expect to be credited for the day. Having to leave to correct dress code infractions is not a consideration.

Registration/Orientation
Registration/Orientation is conducted daily by scheduled appointment based on the availability of time slots. If you are late for your appointment, you may be required to reschedule for the next available time.

Student Expectations
The CISD Student Code of Conduct remains in effect while your student is assigned to the DAEP in addition to the rules and guidelines contained in the DAEP Student/Parent Registration Handbook. The additional rules and guidelines specific to the DAEP will be discussed during the student/parent orientation.

Attendance Compliance
Students must be in attendance every day and are subject to compulsory attendance laws.

- Parents will receive a phone call from the DAEP every day a student is absent
- All notes to excuse an absence must be received in accordance with the district policy.
- CISD will file a petition with the court against the student and parent/guardian of a student with excessive unexcused absences.
- Students who leave during the school day because of unruly behavior will receive an
- UNEXCUSED absence if the parent/guardian chooses not to stay with the student.

Trespass Notification
As outlined in the Texas Education Code, students placed at a DAEP may not be on the campus of any other school, or attend any school related, or school sponsored function at any time during their DAEP placement. Going to another campus while placed at the DAEP will subject the student to further disciplinary actions and trespassing citations.

Academic Needs
As outlined in the Texas Education Code, students placed at the DAEP will be taught by Highly Qualified and Certified teachers in the four core academic areas of Math, Science, English Language Arts and Reading, and Social Studies. Placement at DAEP does not prohibit a student from completing coursework required for graduation. Students will have classwork, computer assistance, individual preparation for classes, and contact with home school teachers. The DAEP follows the same rigorous instruction and plan as the home campus. The work is provided to DAEP from the home campus teacher. Once the assignment is completed or because of the absence or student's refusal to complete the assignment the work is returned to the home campus as incomplete, the home campus teacher will assign a grade and it will be recorded on the student's grade report. Ample time is provided for the student to complete assignments received from the home campus as well as various elective credits that we can support when time allows. Various methods are utilized to accomplish this as available and as warranted. These methods include but are not limited to additional support from the home campus elective teacher and computer aided instruction where applicable. Additionally, most of the teaching staff is certified in Special Education.

Behavioral and Social Skills Needs
As outlined in the Texas Education Code, DAEP will offer counseling services to students during their placement either in house or through agreements with approved outside agencies. Students who are sent to DAEP because of DRUG OFFENSES and PERSISTENT BEHAVIORAL issues will be required to attend four counseling sessions at the DAEP with a parent or guardian. The sessions will relate to topics such as: family communication-the foundation of all relationships, the social influences-how drugs, gangs, peer pressure and the media influence our lives, The Rights and Responsibilities-What is important and what is expected of you in your family? What is your role in the family culture? What are the roles of other family members? And on problem solving – Problem solving requires understanding the process for analyzing a problem and coming to agreement on a win/win solution. Students and parents will be given a certificate of completion in the program. Dates and times will be provided from the campus.

Additionally, we will provide contact information for Tri-County Services if you feel the need to pursue further counseling for your students. If your student is referred to DAEP for a second time related to the same type of offense, i.e. Drug Related and/or Behavior, we highly recommend that you contact Tri-County Services and set up individual counseling.

Daily Security Check-In & Searches

Upon arrival, all students will be visibly inspected for dress code compliance and go through a daily security check. Students are greeted by staff at the time of drop off. If a student leaves campus for any reason, he/she must go through a security check again.

Security check consists of the following:

- Complete removal of shoes
- All pockets turned inside out
- Hair and fingernail check
- Each student will be scanned with a metal detector

Dress Code for DAEP

DAEP has a strict and specific dress code. See DAEP Handbook for details.
Students that choose not to abide by the dress code will lose credit for the day. Students are required to arrive on campus in dress code and remain in dress code until they are seated in their vehicle after being dismissed.
Every student, along with their parent/guardian, is responsible for reading the dress code.

Transportation

The only acceptable means of transportation to and from the DAEP is for the student to be transported by a parent or guardian.

Appendix G: House Bill 1481 and Cell Phones at Schools

House Bill 1481, passed during the 89th Texas Legislative Session and signed into law by Governor Abbott, aims to enhance learning environments by reducing distractions and addressing cyberbullying and social media misuse in schools. The law, effective for the 2026-2027 school year, mandates that public school districts prohibit the use of personal electronic devices that can send or receive data on school property during the school day, including during passing periods and lunch.

This includes devices such as:

- ➔ Cell phones
- ➔ Smart watches
- ➔ Fitness trackers with messaging capabilities
- ➔ Bluetooth earbuds or headphones
- ➔ Tablets and personal computers
- ➔ Gaming devices
- ➔ Two-way radios
- ➔ Pagers
- ➔ Any other telecommunication or digital device

Students will be required to use district-issued devices for educational purposes only. Exceptions are made for students with documented medical needs, special education accommodations, or other health and safety requirements..

If a personal communication device is in the possession of the school, the school will take appropriate efforts to keep the device appropriately stored and free from damage. However, parents should note the school specifically disclaims any liability for devices that are damaged or lost while in the school's possession. Parents will not be compensated for devices that have been in the school's possession in the event those devices are lost or damaged while in possession of the school.

The updated policy to comply with the recent legislative changes will require students to keep personal devices off and stored away (backpack, purse, pocket, etc.) once they enter the school building and prohibits the use throughout the school day from morning arrival thru the afternoon dismissal, including while in the cafeteria, in hallways, and between classes

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT refers to 1 of the 2 most frequently used college or university admissions exams: the American college Test. The test may be a requirement for admission to certain colleges or universities.

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the Every Student Succeeds Act

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

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than 2 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. Placement in ISS and/or OSS may not exceed 3 total days combined per incident.

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

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least 5 members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the campus principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. Placement in ISS and/or OSS may not exceed 3 total days combined per incident.The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Parent Forms

See the following pages for English and Spanish versions, to be printed and signed if not completed electronically. Forms include:

- **PARENT CONSENT FOR DISTRICT NON-EMERGENCY MASS COMMUNICATIONS**
- **RELEASE FOR DISPLAY OF PERSONAL INFORMATION & STUDENT WORK**
- **PARENT STATEMENT PROHIBITING CORPORAL PUNISHMENT**
- **Medicaid to Schools Program Notification**
- **REQUEST FOR ALLERGY INFORMATION**
- **PARTICIPATION IN FUNDRAISERS PERMISSION FOR 2026-2027**
- **SCHOOL PARENT COMPACT**
- **PARENT PROGRAM**
- **2026-2027 Parent and Family Engagement Policy**
- **Notice Regarding Directory Information and Regarding Release of Student Information**
- **Parent's Objection to the Release of Student Information to Military & Higher Education**
- **Technology, Responsibility & and Acceptable Use Consent/Opt-Out Form**
- **PARENT CONSENT FOR RECEIVING EMAILS**
- **Parent Consent Opt-in/Opt Out**
- **HEALTH SERVICES CONSENT**

CLEVELAND INDEPENDENT SCHOOL DISTRICT
PARENT CONSENT FOR DISTRICT NON-EMERGENCY MASS COMMUNICATIONS

I have been offered the option to receive non-emergency calls or texts from an automatic telephone dialing system or an artificial or prerecorded voice to my wireless telephone number.

I consent to receive non-emergency calls or texts from an automatic telephone dialing system or an artificial or prerecorded voice to my wireless telephone number, and accept responsibility for notifying the District/my student(s) campus immediately if my telephone number.changes.

If I have any questions regarding the automatic telephone dialing system or an artificial or prerecorded voice mass communications system, I should direct those questions to my child's campus principal. **This form must be signed by the parent/guardian and returned to your child's campus.**

Student's name (Print): _____

Parent's/Guardian's name (Print): _____

Mobile Phone Number: _____

Parent's/Guardian's signature: _____

Date: _____

DISTRITO ESCOLAR INDEPENDIENTE DE CLEVELAND
COMUNICACIÓN CONSULTORIO PADRE CONSENTIMIENTO PARA DISTRITO

Me han ofrecido la opción de recibir llamadas que no son de emergencia o textos de un sistema de marcación telefónica automática o una voz artificial o pregrabada a mi número de teléfono móvil.

Consentimiento para recibir llamadas que no son de emergencia o textos de un sistema de marcación telefónica automática o una voz artificial o pregrabada a mi número de teléfono móvil y aceptar la responsabilidad de notificar al distrito / mi escuela de estudiante (s) inmediatamente al número de teléfono de mi celular ha cambiado.

Si tengo dudas sobre el sistema de marcación telefónica automática o un sistema de comunicación de voz artificial o pregrabada, debo dirigir esas preguntas al Director de la escuela de mi hijo. **Este formulario debe estar firmado por el padre/madre/tutor y se devuelven a su niño del campus**

Nombre del estudiante (Imprimir): _____

Nombre de padres /tutores (Imprimir): _____

Número de teléfono móvil: _____

Firma de padres/tutores: _____

Fecha: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
RELEASE FOR DISPLAY OF PERSONAL INFORMATION & STUDENT WORK

Occasionally, the Cleveland Independent School District wishes to display or publish original student work, which may include personally identifiable student information as defined in the Student Handbook, to promote student academic and extracurricular activities on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications.

Original student work includes artwork, projects, photos taken by the student and/or of the student, or other academic or creative work. The district may also wish to publish or display original video and voice recordings.

The district agrees to use these student works and information only in the manner described above.

If you, the parent/guardian, do not wish to give approval for any type of publication of your student; i.e. artwork, picture, video, etc., completion of the form is required. Please note* The completed form **MUST BE SIGNED** by the parent/guardian and **RETURNED** to your child's campus. Otherwise, Cleveland ISD understands that you agree to the terms above.

Student Name (Print): _____

Teachers Name: _____

Grade Level: _____

Parent/Guardian (Print): _____

Parent/Guardian Signature: _____

DISTRITO ESCOLAR INDEPENDIENTE DE CLEVELAND
FORMULARIO PARA PRESENTACIÓN DE INFORMACIÓN PERSONAL Y TRABAJO

De vez en cuando, Cleveland el distrito independiente escolar desea mostrar o publicar la obra original del alumno, que puede incluir información de identificación personal del estudiante como se define en el manual del estudiante, promover actividades académicas y extracurriculares de estudiantes en el sitio web del distrito, un sitio web afiliada o patrocinada por el distrito, como un campus o aula en la web y en publicaciones del distrito.

El trabajo original del estudiante incluye obras de arte, proyectos, fotos tomadas por el estudiante o el estudiante, u otro trabajo académico o creativo. El distrito también puede publicar o mostrar grabaciones de vídeo y voz originales.

El distrito se compromete a utilizar estos trabajos de estudiante e información sólo de la manera descrita anteriormente.

Si, los padres o tutores, no desea dar aprobación para cualquier tipo de publicación de su estudiante; es decir, arte, fotografía, vídeo, etc., es necesario completar el formulario. Por favor nota * el formulario **Debe ser firmado** por el padre o tutor y **devueltos** a la escuela de su hijo. De lo contrario, Cleveland ISD entiende que usted acepta los términos anteriores.

Nombre de estudiante (Imprimir): _____

Nombre de Profesor: _____

Nivel de grado: _____

Nombre de padre/tutor (Imprimir): _____

Firma del padre/tutor: _____

PARENT STATEMENT PROHIBITING CORPORAL PUNISHMENT

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

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

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Cleveland Independent School District, and I prohibit the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian (Print): _____

Signature of parent or guardian: _____

Date: _____

Name of Student (Print): _____

Campus: _____

Grade: _____

Declaración de Padres Prohibiendo el Castigo Corporal

Un padre tiene la responsabilidad de presentar una declaración firmada al director de la escuela cada año si el o ella optar de prohibir el uso del castigo corporal con su hijo(a). Un padre puede restablecer el permiso de usar el castigo corporal por presentar una declaración firmada al director de la escuela. Se administrará el castigo corporal conforme a la ley, a la regla del distrito, y al Código de Conducta Estudiantil (SCOC). [Vea FO y el SCOC.]

Se administrará el castigo corporal tan pronto como posible después de un delito y no se administrará con ira. El director o un empleado designado pueden optar de no usar el castigo corporal aunque pida un padre. Cualquier uso del castigo corporal se documentará en un formulario del distrito. El director o el empleado designado notificarán al padre cuando se usa el castigo corporal. Objetos usados para administrar el castigo corporal no se demostrará generalmente y estarán bajo el control del director o del empleado designado. Se limitará el castigo corporal a dar azotes y consistirá de un número apropiado de azotes basado en el tamaño, edad, y la condición física, mental y emocional del estudiante. Antes de usar el castigo corporal, el distrito puede darle al estudiante la oportunidad de elegir entre otras medidas disciplinarias y el castigo corporal.

Declaración parental de prohibir el castigo corporal:

Yo he leído la información sobre el uso del castigo corporal en Cleveland ISD, y yo prohíbo el uso del castigo corporal con mi hijo(a).

Este formulario se debe presentar anualmente y puede ser revocado en cualquier momento por el padre.

Nombre del padre o tutor (Imprimir): _____

Firma del padre o tutor: _____

Fecha: _____

Nombre del estudiante (Imprimir): _____

Nombre de escuela: _____

Nivel de grado de estudiante: _____

Medicaid to Schools Program Notification

Local Education Agencies (LEAs), such as school districts, are eligible to receive federal Medicaid reimbursement for medically necessary services provided to their special education students when the services meet the requirements of the state's School-Based Medicaid program and are provided in accordance with the students' IEPs (§300.154(d)(2)(i)-(iii)).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Family Educational Rights and Privacy Act (FERPA) require schools to notify parents that the district participates in this program. The district utilizes services ordered in the IEP and the Medicaid identification number, in conjunction with the state Medicaid Agency and our Medicaid billing agent, to receive reimbursements for these services from the School-Based Medicaid program.

The district's participation in this program in no way impacts the services being provided to the student nor impacts the family's Medicaid benefits. At any time, parents can notify the school district in the event they no longer want the district to access student information for the purposes of seeking reimbursements through this program.

By signing below, I acknowledge that I have been explained the Medicaid to Schools Program and that regardless of my student's eligibility, this will in no way impact my student's personal benefits or the delivery of services ordered in the IEP (§300.154(d)(2)(i)-(iii)). I understand that the school district may utilize the services ordered in the IEP and the Medicaid identification number to seek reimbursement dollars available through this program should my student be eligible. At any time, I may notify the district in the event I no longer want them to utilize my student's information for the purposes of this program. **This form must be signed by the parent/guardian and returned to your child's campus.**

Student Name (Print): _____

Medicaid Number (If Applicable):_____

Student Date of Birth: _____

Parent/Guardian Signature: _____

Date: _____

Medicaid para Notificación del Programa Escuelas

Agencias Locales de Educación (lea, por sus siglas en inglés), tales como distritos escolares, son elegibles para recibir reembolso federal de Medicaid para servicios médicamente necesarios a los estudiantes de educación especial cuando los servicios cumplen con los requisitos del estado de Medicaid programa escolar y se proporcionan en conformidad con los estudiantes de IEPs (§300,154 (d)(2)(i) - (iii).

La educación de los Individuos con Discapacidades Ley de Mejora de 2004 (IDEA) y la Ley de Derechos Educacionales de la Familia y Ley de Privacidad (FERPA) exige a las escuelas que notificar a los padres de familia que el distrito participa en el programa. El distrito utiliza los servicios solicitados en el IEP y número de identificación del Medicaid, en colaboración con la agencia estatal de Medicaid Medicaid y maestro agente de facturación, para recibir los reembolsos de los escolar programa de Medicaid.

La participación del distrito en el programa de ninguna manera afecta los servicios que se prestan a los estudiantes ni los impactos de la familia beneficios de Medicaid. En cualquier momento, los padres pueden notificar al distrito escolar en el caso de que ya no desea que el distrito para acceder a información de los estudiantes para los efectos de solicitar los reembolsos a través de este programa.

Firmando abajo, reconozco que he sido explicado el Medicaid a Escuelas Programa y que a pesar de la elegibilidad de mi estudiante, esto hace impresiona de ninguna manera mis beneficios personales de estudiante o la entrega de servicios ordenados en el IEP (§300.154(d)(2)(i)-(iii)). Comprendo que el distrito de la escuela puede utilizar los servicios ordenados en el IEP y el número de identificación de Medicaid, para buscar dólares de reembolso disponibles por este programa si mi estudiante es elegible. En cualquier momento, yo puedo notificar el distrito en caso yo ya no deseo que utilicen la información de mi estudiante para los fines de este programa. **Este formulario debe estar firmado por el padre/madre/tutor y se devuelven a su niño del campus**

Nombre del estudiante(Imprimir): _____

Firma de padre/tudor: _____

Fecha: _____

REQUEST FOR ALLERGY INFORMATION

(The District must request, at the time of enrollment, that the parent or guardian of each student attending the District disclose the student's allergies. This form will satisfy this requirement. Additional information regarding allergies, including maintaining records related to a student's allergies, can be found in Policy FD and FL.)

This form allows you to disclose whether your child has an allergy or severe allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety.

"Severe allergy" or “anaphylaxis” means a dangerous or life-threatening reaction in the human body when an allergen is introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any triggers (food, insect, medication, or other factors) to which your child is allergic or severely allergic, as well as the description of your child's allergic reaction.

Allergy:	**Description of allergic reaction:**	**Epinephrine Needed: Y/N**

The District will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy. [See Policy FL] The parent or guardian must complete a Physician Request for Special Dietary Accommodations form and return to the campus nurse if food/meal modifications are necessary.

Student name (Print): _____ Date of birth: _____

Grade: _____

Parent/Guardian name (Print): _____

Work phone: _____ Home phone: _____

Parent/Guardian Signature: _____ Date: _____

Date form was received by the school: _____

SOLICITUD DE INFORMACIÓN DE ALERGIA

(El Distrito deberá solicitar, en el momento de la inscripción, que el padre o tutor de cada estudiante que asiste el Distrito divulgue las alergias de los estudiantes de los alimentos. Esta forma cumple con este requisito. Información adicional acerca de alergias a los alimentos, incluyendo el mantenimiento de registros relacionados con alergias a los alimentos de un estudiante, se puede encontrar en FDyFL)

Esta forma le permite revelar si su hijo tiene una alergia alimentaria o alergia alimentaria severa que usted cree debe ser revelada al Distrito a fin de permitir que el Distrito tome las precauciones necesarias para la seguridad de su hijo.

"Alergia grave" o "anafilaxia" se refiere a una reacción repentina y grave que se produce a los pocos minutos de la exposición y provoca una reacción peligrosa o potencialmente mortal en el cuerpo humano cuando se introduce un alérgeno por inhalación, ingestión o contacto con la piel que requiere atención médica inmediata. .

Enumere los desencadenantes (alimentos, insectos, medicamentos u otros factores) a los que su hijo sea alérgico o gravemente alérgico, así como la descripción de la reacción alérgica de su hijo.

Comida:	**Naturaleza de la reacción alérgica a la comida:**	**Epinefrina necesaria: S/N**

El Distrito mantendrá la confidencialidad de la información proporcionada anteriormente y puede revelar la información a maestros, consejeros escolares, enfermeras escolares y otro personal escolar apropiado únicamente dentro de las limitaciones de los Derechos Educativos y Privacidad y la política del Distrito. [Ver FL] El padre o tutor debe completar un formulario de solicitud del médico para adaptaciones dietéticas especiales y devolverlo a la enfermera del campus si es necesario realizar modificaciones en los alimentos/comidas.

Nombre de estudiante (Imprimir): _____ Fecha de nacimiento: _____

Grado: _____

Nombre de padre/tutor (Imprimir): _____

Número de teléfono: Trabajo _____ Casa: _____

Firma de padre/tutor: _____ Fecha: _____

Fecha en que fue recibido por la escuela: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
PARTICIPATION IN FUNDRAISERS PERMISSION FOR 2026-2027

If you would like your child to participate in school sponsored fundraisers, you will need to sign this form and return to the teacher.

Teachers will send home notices with more information with the particulars of any school sponsored fundraisers involving your child. Please note that by signing this Participation in Fundraisers Permission, permission will be granted for all fundraisers during the 2026-2027 school year.

I do _____ do NOT _____ give permission for my child to participate in **fundraisers**.

Name of parent or guardian (Print): _____

Signature of parent or guardian: _____

Date: _____

Name of Student (Print): _____ Grade: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
PERMISO PARA PARTICIPACIÓN EN RECAUDACIONES PARA 2026-2027

Si desea que sus hijos participen en la recaudación de fondos patrocinados por la escuela, necesita firmar este formulario y devolver a la maestra. Los profesores enviarán más información con los detalles de cualquier recaudación de fondos patrocinados por la escuela con su hijo. Tenga en cuenta que mediante la firma de esta participación en eventos para recaudar fondos el permiso, se concede permiso para el año escolar 2026-2027 años escolar.

Yo doy _____ Yo no doy _____ permiso para que mi estudiante participe en recaudaciones.

Nombre del padre o tutor (Imprimir): _____

Firma del padre o tutor: _____

Fecha: _____

Nombre del estudiante (Imprimir): _____

Nivel de grado de estudiante: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
RANDOM DRUG TESTING AUTHORIZATION FORM

Participant's Name (Print):_____

Parent/Guardian Name (Print):_____

Date: _____ Grade: _____

I acknowledge that I have read the Cleveland ISD Random Drug Testing Policy. This information is available via the CISD website at: https://pol.tasb.org/Policy/Code/813?filter=FNF. I recognize and understand that I will be asked to provide a urine sample for drug analysis and could be randomly selected to provide another urine sample during the school year. I consent to any such testing conducted as part of the district's drug testing policy. I have been given the right to ask questions about the drug testing policy, and I fully understand its provisions.

Listed below are the prescription drug(s) and dosage(s) that my son/daughter takes on a permanent basis:

Drug Name_____ Dosage_____

Drug Name_____ Dosage_____

_____ My son/daughter does not take any prescription medication on a permanent basis.

Consent for Testing:

Participant's

Signature_____ Date_____

Parent/Guardian

Signature_____ Date_____

EL DISTRITO INDEPENDIENTE ESCOLAR DE CLEVELAND AUTORIZACIÓN PARA LA PRUEBA ALEATORIA DE DROGAS

Nombre del Participante (letra en molde): _____

Nombre del Padre/Guarda (letra en molde): _____

Fecha:_____ Grado:_____

Yo reconozco que he recibido una copia de la póliza del distrito de la prueba aleatoria de drogas de Yo reconozco que he leído la Política de Pruebas aleatorias de drogas de

Cleveland ISD. Esta información está disponible a través del sitio web de CISD en: https://pol.tasb.org/Policy/Code/813?filter=FNF. Yo reconozco y entiendo que voy a ser pedido/a proveer una prueba de orina para el analices, y puedo ser seleccionado/a aleatoriamente proveer otra prueba de orina durante el año escolar. Yo doy mi consentimiento a este tipo de prueba conducido como parte de la póliza del distrito. Se me ha dado el derecho de hacer preguntas acerca de la póliza de la prueba de drogas, y entiendo completamente sus provisiones.

Abajo están incluidas la(s) droga(s) recetada(s) y la(s) dosis que mi hijo/hija toma permanentemente:

Nombre de la droga: _____ Dosis: _____

Nombre de la droga: _____ Dosis: _____

_____ Mi hijo/hija no toma medicamento recetado permanentemente.

Consentimiento para Prueba:

Firma del Participante _____ Fecha _____

Firma del Padre/Guarda _____ Fecha _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
FIELD TRIP PERMISSION FOR 2026-2027

Dear Parents:

Students of Cleveland Independent School District will participate in field trips during the 2026-2027 school year.

School personnel will accompany the students and will work with them to make field trips learning and fun experiences.

If you would like your child to participate in school sponsored field trips, you will need to sign this form and return to the teacher. Students must ride in school sponsored vehicles to the field trip destination.

Teachers will send home notices with more information before any field trip involving your child. Please note that by signing this Field Trip Permission, permission will be granted for all field trips taken during the 2026-2027 school year.

My child, _____, has permission to participate in school sponsored field trips.

My child, _____, may not participate in school sponsored field trips.

In case of emergency, call me at _____.

In case I cannot be reached, please call _____.

Name of parent or guardian (Print): _____

Signature of parent or guardian: _____

Date: _____

Distrito Escolar Independiente de Cleveland
Permiso para participaren viajes escolares en el año escolar 2026-2027

Estimados padres:

Los estudiantes de la Districto Escolar Independiente de Cleveland participarán en viajes escolares durante el año escolar 2026-2027.

Personal escolar acompañaran los niños y se esforzarán en que apprendan y se divietan en estos viajes.

Si desea que su niño(a) participe en estos viajes escolares, será necesario que firme este permiso y que se lo devuelva al maestro/a.

Los maestros le mandarán notas con mayor información antes de cada viaje escolar en el que se incluya la participación de su niño(a)

Mi niño(a) _____ tiene mi permiso para participar en viajes escolares.

Mi niño(a) _____ no tiene mi permiso para participar en viajes escolares.

En caso de emergencia, pueden llamar a _____ (teléfono).

Si no puede localizarme en este número favor de llamar a:_____(teléfono).

Nombre del padre o tutor (Imprimir): _____

Firma del padre o tutor: _____

Fecha: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT

SCHOOL PARENT COMPACT
PARENT PROGRAM
2026-2027

As a student of Cleveland ISD, I take responsibility for my learning…

I will show respect by treating others as I want to be treated.

I will respond politely to adults and classmates.

I will be responsible by accepting nothing less than my best.

I will be responsible for my own behavior and choices.

_____ _____
Student signature Date

As a parent of a student of Cleveland ISD, I take responsibility for his/her learning…

I will have my student rested, prepared, and on time to learn each day.

I will provide at least 30 minutes daily of quiet time in my home for my student to study.

I will be the teachers' partner and celebrate my student's success at school.

I will set high goals with my student and I will motivate him/her with praise.

I understand I am always welcome and will attend events at my child's school when my schedule allows.

_____ _____
Parent/Guardian signature Date

As a teacher of Cleveland ISD, I take responsibility for my students' learning…

I will be responsible for my students' education by maintaining high expectations for all students.

I will communicate with parents frequently through notes, folders, phone calls, or visits.

I believe in my students and will celebrate their efforts and successes.

I will honor the diversity of cultures represented in Cleveland ISD.

_____ _____
Teacher signature Date

Distrito Escolar Independiente de Cleveland
PACTO ESCUELA – PADRES
Programa para Padres
2026-2027

Como estudiante de Cleveland ISD yo tomo responsabilidad por mi aprendizaje…

Yo mostraré respecto tratante a los otros como quiero ser tratado.

Yo responderé con cortesía a adultos y a compañeros de la clase.

Yo tamaré responsabilidad no aceptando nada menos que lo mejor de mi

Yo tamaré responsabilidad por mi propio comportamiento y de mis elecciones.

_____ _____

Firma de estudiante Fecha

Como padres de un estudiante de Cleveland ISD yo tomo responsabilidad por el aprendizaje de él/ella…

Yo mantendré mi niño descansado, preparado, y a tiempo para aprender cada día.

Yo proveeré un mínimo de 30 minutos diarios de silencio en mi casa para que mi niño estudie.

Yo seré socio del maestro y celebraré el éxito de mi niño en la escuela.

Yo le pondré a mi niño metas altas y lo motivaré por medio de la alabanza.

Yo entiendo que soy siempre bienvenido y asistiré a eventos en la escuela de mi hijo cuando mi horario lo permita.

_____ _____

Firma de padre/tutor Fecha

Como maestro/maestra de Cleveland ISD yo tomo responsabilidad por lo que mis estudiantes Aprenden…

Yo tomo responsabilidad por la educación de mis estudiantes manteniendo altas Expectaciones para todos ellos.

Me comunicaré frecuentemente con los padres por medio de notas, folletos, llamadas telefónicas o visitas.

Yo aceptaré la diversidad de culturas representadas en Cleveland ISD.

_____ _____

Firma de profesor(a) Fecha

Parent and Family Engagement Policy
2026-2027

Statement of Purpose:
Cleveland ISD believes every child should have the opportunity to attain his/her full educational potential. Therefore, Cleveland ISD will maximize its resources to enable each child to become a successful learner. A key resource is the Cleveland community: administrators, teachers, school staff, parents, and local business and community members. We will work together to establish effective partnerships; together everyone achieves more. School and home must work together to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

Cleveland ISD will provide to all parents the grade level goals for its students. Cleveland will also publish the STAAR testing schedule and assessment goals. Those students that need extra assistance will have access to programs that will help them reach these goals.

Cleveland will make every effort to ensure parents are included in the development, evaluation, and revision of the Title I Program and the Parent and Family Engagement Policy. The school-parent compact will describe the responsibilities of key stakeholders and useful channels of communication. The goal of our Parent and Family Engagement program is student success.

Policy Development:
An advisory committee will be formed consisting of at least 3 parents, 1 community member, 3 teachers/staff, and 3 campus/district administrators to develop and revise the Cleveland ISD Parent and Family Engagement Policy. The need for volunteers to serve on this committee will be publicized and then volunteers will be selected. The parent volunteers will represent the diversity of the student population. One or more parents on the advisory committee will have children participating in a Title I program. The advisory committee will make every effort to convene at a time and place convenient to all its members.

Annual Meeting:
Cleveland ISD will hold an annual meeting at the district level during the last six weeks of the school year for all parents. At that meeting the Title I program will be described, the Parent and Family Engagement Policy will be redistributed and reviewed, and opportunities to increase parental participation will be explained. Parent volunteers will be recruited to serve on the district or campus Advisory Committee during district and campus meetings.
Parents will be given multiple opportunities to attend parental involvement meetings. Notices regarding the meeting will be posted via the newspaper, district website, and/or sent home with students. Since the goal of Cleveland ISD is student success, the expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can, and will, understand.

Parents will be advised that the effectiveness of the Parent and Family Engagement Policy will be evaluated annually and the policy will be revised to meet the needs of the students, school, parents, and community.

Building Capacity:
Cleveland ISD values the partnership of the parents in their children's education. There are many ways parents can make significant contributions to student success both at home and by volunteering at the school. Student achievement is the result of effective home-school-community partnerships.

School-Parent Compacts:
The Title I schools of Cleveland ISD will consult with each school's Parent Advisory Committee to annually develop, review, and revise the school-parent compact. The compact will identify the responsibilities of the staff to provide high-level curriculum and instruction, and the expectations of the parents to provide support in their children's learning. The compact will address the best ways to maintain positive, timely communication between school and home. The compacts will be available to all parents and families in the student handbook, on the school website, and it will be discussed at parent-teacher conferences in the elementary schools.

Programs and the School Community:
Cleveland ISD will annually assess the needs of the parents and children in the school community using a variety of tools including a survey and/or questionnaire. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. All parents will be notified about workshop opportunities. Notices regarding the meeting will be posted via the newspaper, parents' email, district website, and/or sent home with students.

Staff-Parent Communication:
Cleveland ISD will communicate with parents on a regular basis, and various meetings will be held on each campus. Important information will be provided in the student handbook, the school-parent compact, and on the district website. Frequent notices about student performance will be sent home with children, or provided by phone calls, e-mails, conferences, and visits. As much as possible, all communication will be provided in a language and format the parents can understand. Parents are encouraged to contact the school or the child's teacher when questions or problems arise.

Evaluation:
Cleveland ISD will conduct an annual evaluation for the effectiveness of the Parent and Family Engagement Policy. Surveys, classroom observation, assessment data, and other resources will be used to determine the needs and develop revised strategies for the Title I Program. The Parent and Family Engagement Policy will be developed and agreed upon with parent input and will be communicated to the parents in the district.

Funding:
Cleveland is required to set aside at least 1% of its Title I funds for the purposes of parental involvement. Additional Title I funds will be divided among the Title I campuses. Campus principals will collaborate with their Campus Education Improvement Committee (CEIC) to determine campus needs and the most efficient way to address those needs. Upon consensus, the campus principal will consult with the Assistant Superintendent for Curriculum and Instruction and/or the district business office regarding allowable uses of federal funds. The campus principal will then authorize the use of the funds designated for parental involvement.

Concluding Statement:
Cleveland ISD is committed to the success of all students. We will work together with parents to monitor the effectiveness of our Parent and Family Engagement Policy and Title I Programs while providing excellence in education. While promoting this policy, we will seek and acquire active participation from our parents, administrators, principals, and supporting school staff.

Normas de los padres y participación de las familias 2026-2027

Declaración de Propósito:
Cleveland ISD cree que cada niño debe tener la oportunidad de llegar a su potencial educativo. Por lo tanto, Cleveland ISD maximiza sus recursos para que cada niño llegue a ser un estudiante exitoso. Un recurso clave es la comunidad de Cleveland: Los administradores, maestros, personal escolar, padres de familia y negocios locales y miembros de la comunidad. Vamos a trabajar juntos para establecer alianzas eficaces; al trabajar juntos, todos tienen el potencial de alcanzan más. La escuela y el hogar deben trabajar juntos para lograr mayor rendimiento de los estudiantes. Dos medios de comunicación, significativo se producirá para facilitar la comprensión mutua y para estimular el éxito del estudiante.

Cleveland ISD ofrecerá a todos los padres los objetivos de nivel de grado para los estudiantes. Cleveland también publicará el calendario de pruebas de STAAR (exámenes estatales) y objetivos de evaluación. Aquellos estudiantes que necesitan ayuda adicional tendrán acceso a programas que les ayudara a alcanzar estos objetivos.

Cleveland hará todos los esfuerzos para que los padres estén asegurados para que se incluyan en el desarrollo, evaluación y revisión del Programa de Título I y de las normas de los padres y participación de la familia. La escuela y los padres describirán las responsabilidades de las partes principales interesadas y los medios de comunicación útiles. El objetivo de nuestro programa de participación de los padres es el éxito del estudiante.

Desarrollo de Políticas:
Un comité asesor estará integrado que consiste de por lo menos 3 padres, 1 miembro de la comunidad, 3 profesores / personal, y 3 administradores de la escuela / distrito para desarrollar y revisar las normas de los de los padres del distrito de Cleveland ISD. La necesidad de voluntarios para servir en este comité se dará a conocer y se seleccionará voluntarios. Los padres voluntarios representarán la diversidad de la población estudiantil. Uno o más padres en el comité asesor tendrán los niños que participan en un programa de Título I. El comité asesor hará todo lo posible para convocar a una hora y lugar conveniente para todos sus miembros.

Reunión anual:
Cleveland ISD tendrá una reunión anual a nivel del distrito durante las últimas seis semanas del año escolar para todos los padres. En esa reunión el programa Título I se describirá, las normas de los padres y participación de las familias se redistribuirán y revisaran, y aumentaran las oportunidades para la participación de los padres. Los padres voluntarios serán reclutados para servir en el distrito o el Comité Asesor del plantel durante las reuniones de distrito y de la escuela.

Los padres tendrán múltiples oportunidades de asistir a las reuniones de participación de los padres. Las reuniones se llevarán a cabo dos veces por la comodidad de los padres y traductores estarán presentes en cada reunión. Avisos relativos a la reunión se publicarán a través de la prensa, página web del distrito y / o enviado a casa con los estudiantes.

Se aconseja a los padres que la efectividad del programa de participación de los padres evaluará anualmente y la política será revisada para satisfacer las necesidades de los estudiantes, la escuela, los padres y la comunidad.

Desarrollo de la capacidad:
Cleveland ISD valora la colaboración de los padres en la educación de sus hijos. Hay muchas maneras que los padres pueden hacer contribuciones significativas al éxito de los estudiantes en el país y como voluntario en la escuela. Rendimiento de los estudiantes es el resultado de un efectivo en casa, la escuela y la comunidad.

Escuela y los padres:
El Título I escuelas de Cleveland ISD consultará con el Comité Asesor de Padres de cada escuela para desarrollar anualmente, revisar y revisar el pacto entre escuela y padres. El acuerdo se determinará las responsabilidades del personal para proveer currículo e instrucción de alto nivel y las expectativas de los padres para proporcionar apoyo en el aprendizaje de sus hijos. El acuerdo abordará las mejores maneras de mantener la comunicación oportuna positiva entre la escuela y el hogar. Los compactos estarán disponibles para todos los padres y las familias en el manual del estudiante, en la página web del colegio, y serán discutidos en las conferencias de padres y maestros en las escuelas primarias.

Los programas y la comunidad escolar:
Cleveland ISD anualmente evaluar las necesidades de los padres y los niños de la comunidad escolar que utilizan una variedad de herramientas que incluye una encuesta y / o cuestionario. Los resultados se utilizarán para revisar el programa de Título I para satisfacer las necesidades actuales. Talleres u otro tipo de formación se pondrán a disposición de los educadores y padres de familia para hacer frente a estas necesidades. Todos los padres serán notificados sobre las oportunidades de los talleres. Avisos relativos a la reunión se publicarán a través de la prensa, los correo electrónicos, página web del distrito y / o cartas/notas enviadas a casa con los estudiantes.

Comunicación Personal y Padres:
Cleveland ISD se comunicará con los padres de modo regular, y varias reuniones se celebrarán en cada campus. Información adicional será proporcionada en el manual del estudiante, la escuela y los padres, y en la página web del distrito. Avisos frecuentes sobre el desempeño del estudiante será enviado a casa con los niños, o proporcionados mediante llamadas telefónicas, correos electrónicos, conferencias y visitas. En la medida de lo posible, se facilitará toda la comunicación en un lenguaje y formato que los padres puedan entender. Se anima a los padres a comunicarse con la escuela o el maestro del niño cuando surgen preguntas o problemas.

Evaluación:
Cleveland ISD llevará a cabo una evaluación anual de la efectividad programa de padres y normas de participación de la familia programa. Las encuestas, observaciones en el aula, los datos de evaluación y otros recursos serán utilizados para determinar las necesidades y desarrollar estrategias revisadas para el Programa de Título I. Las normas de padres y participación de la familia serán desarrollada y acordada con la opinión de los padres y se comunicará a los padres en el distrito.

Financiación:
Cleveland es necesario dejar a un lado por lo menos 1% de su Título I fondos a efectos de participación de los padres. Los fondos adicionales del Título I serán divididos entre la escuela del Título I. Directores de las escuelas colaborarán con el Comité de Mejoramiento de la Educación Campus (CEIC) para determinar las necesidades del campus y la forma más eficaz para hacer frente a esas necesidades. Tras el consenso, director de la escuela consultará con el Superintendente Adjunto y / o la oficina del distrito financiero con respecto a los usos permitidos de los fondos federales. El director de la escuela se autorizará el uso de los fondos asignados para la participación de los padres.

Declaración Final:
Cleveland ISD está comprometido con el éxito de todos los estudiantes. Vamos a trabajar juntos con los padres para controlar la eficacia del programa de participación de padres del Título I y ofreciendo excelencia en la educación participación de los padres y de Programas de Título I, mientras que la excelencia en la educación. Durante la promoción de esta norma, vamos a buscar y adquirir la participación activa de nuestros padres, administradores, directores y personal de apoyo escolar.

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

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Cleveland 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 within ten school days of the child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Objecting to the Release of Directory Information** on page 4 for more information.

For the following school sponsored purposes, all District publications and announcements, Cleveland 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;
- Enrollment status;
- Participation in officially recognized activities and sports; and
- Weight and height, if a member of an athletic team

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

Parent/Guardian: Please check one of the choices below:

I, parent of _____ (student's name),

_____ do give permission **_____ do not give permission**

to use the information in the above list for the specified ***school-sponsored purposes***.

For all other purposes, Cleveland Independent School District has designated the following information as directory information:

- Student's name;
- Address;
- Dates of attendance;
- Grade level;
- Enrollment status;
- Participation in officially recognized activities and sports; and
- Weight and height, if a member of an athletic team.

_____ do give permission **_____ do not give permission**

the district permission to release the information in this list in response to a request ***unrelated to school-sponsored purposes.***

Parent/Guardian signature _____ Date _____

Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.

Notificación relacionada con la Información del directorio y la respuesta de los padres acerca de la divulgación de la información del estudiante

La ley estatal requiere que el distrito le dé la siguiente información:

Cierta información acerca de los estudiantes del distrito se considera información del directorio y se divulgará a cualquiera que siga los procedimientos de solicitud de información a menos que un padre o tutor objete la divulgación de la información del directorio del estudiante. Si usted no desea que del distrito Escolar Independiente de Cleveland divulgue la información del directorio del expediente de educación de su hijo(a) sin su consentimiento previo por escrito, debe notificar al distrito por escrito dentro de diez días escolares del primer día de instrucción de su hijo para este año escolar.

Esto significa que el distrito debe dar cierta información personal (llamada "información del directorio") de su hijo(a) a cualquier persona que la solicite, a menos que usted haya instruido al distrito por escrito para que no lo haga. Además, usted tiene el derecho de instruir al distrito que puede o no, usar cierta información personal de su hijo(a) para ciertos propósitos auspiciados por la escuela. El distrito le ofrece este formulario para que usted pueda comunicarle sus deseos acerca de estos asuntos. [Vea **Objetar a la divulgación de información del directorio** en la página 4 para más información.]

Para los siguientes propósitos auspiciados por la escuela: todas las publicaciones y anuncios del Distrito, el Distrito Escolar Independiente de Cleveland ha designado la siguiente información como información del directorio:

- Nombre del estudiante;
- Dirección;
- Número de teléfono;
- Dirección de e-mail;
- Fotografía;
- Fecha y lugar de nacimiento;
- Área principal de estudio;
- Títulos, honores, y premios recibidos;
- Fechas de asistencia;
- Grado;
- Escuela a la que asistió más recientemente;
- Participación en actividades y deportes de reconocimiento oficial;
- Peso y estatura, si es miembro de un equipo deportivo; y
- Estado de inscripción

La información del directorio identificada solamente para propósitos limitados auspiciados por la escuela permanece por lo demás confidencial y no se divulgará al público sin el consentimiento de los padres o del estudiante elegible.

Padres/Tutor: Por favor marque con un círculo una de las opciones siguientes:

Yo, padre/madre/tutor de _____ (nombre del estudiante),

_____ tutor doy permiso **_____ no doy permiso**

de usar la información en la lista de arriba para propósitos ***específicos auspiciados por la escuela***.

Para todos los otros propósitos, del distrito Escolar Independiente de Cleveland ha designado la siguiente información como información del directorio:

- Nombre del estudiante
- Dirección
- Fechas de asistencia
- Grado
- Participación en actividades y deportes de reconocimiento oficial
- Peso y estatura, si es miembro de un equipo deportivo
- Estado de inscripción

_____ doy permiso **_____ no doy permiso**

para divulgar la información en esta lista en respuesta a un pedido sin relación a propósitos auspiciados por la escuela.

Firma del padre/madre/tutor _____ Fecha _____

Note por favor que si esta forma no se vuelve dentro del tiempo especificado arriba, el districto asumirá que el permiso se ha concedido para el lanzamiento de esta información.

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

(Applicable to Secondary Grade Levels Only)

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requesters without prior written consent. [See **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 5 for more information.]

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

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

Parent/guardian signature _____ Date _____

Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.

Objeción de los padres a la divulgación de la información del estudiante a reclutadores militares e instituciones universitarias

(Solamente aplicable a niveles de grado secundarios)

La ley federal requiere que el distrito divulgue a reclutadores militares e instituciones universitarias, si lo solicitan, el nombre, dirección y número de teléfono de los estudiantes de preparatoria inscriptos en el distrito, a menos que los padres o un estudiante elegible instruya al distrito de no divulgar información a estos tipos de solicitantes sin el consentimiento previo por escrito. [Para más información, vea **Objetar a la divulgación de información del estudiante a reclutadores militares e instituciones universitarias** en la página 5.]

Padres/tutor: Por favor complete lo siguiente solamente si usted no desea que la información de su hijo(a) se comparta con reclutadores militares o instituciones universitarias sin su consentimiento previo.

Yo, padre/madre/tutor de _____ (nombre del estudiante), solicito que el distrito **no** divulgue el nombre, la dirección y el número de teléfono de mi hijo(a) a reclutadores militares o institución universitarias sin mi consentimiento previo por escrito.

Firma del padre/madre /tutor _____ Fecha _____

Nota por favor que si esta forma no se vuelve dentro del tiempo especificado arriba, el districto asumirá que el permiso se ha concedido para el lanzamiento de esta información.

Technology, Responsibility & and Acceptable Use

Parent Permission Form and User Agreement

_____ As a user of the Cleveland ISD computer Internet/network, I have read and agree to comply with the Acceptable Use Agreement. I will use the CISD network and Internet in an educationally constructive manner.

_____ As a parent or guardian of a student in Cleveland ISD, I have read the information located on page 36, regarding the appropriate use of computers and the Internet at school and I understand this agreement will be kept on file at school. Questions should be directed to the principal for clarification.

_____ Students and parents/guardians are responsible for the care and proper use of all technology issued by CISD. This includes, but is not limited to, the following items:

- Chromebooks
- Tablets/iPads
- Calculators
- Laptops or any other district-issued devices
- Charging Devices
- Cell phone/Hotspots

It is expected that all district technology will be used responsibly and returned in good working condition. In cases where it is determined that a student has intentionally damaged or destroyed a device, the parent/guardian will be held financially responsible for the full replacement cost of the item. Please refer to the Technology agreement in the CISD Student Handbook.

By signing below, both the student and parent/guardian acknowledge their understanding and acceptance of this policy and agree to adhere to the acceptable use and responsibilities outlined above.

Please check one:

_____My child may use e-mail and the Internet while at school according to the rules outlined on page 36 **.**

_____I would prefer that my child not use e-mail and the Internet while at school.

Student Name (print): _____

Student Signature: _____

Teacher: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

A separate form must be completed for each child in CISD.

This form must be signed by the parent/guardian and returned to your child's campus.

Tecnología, Responsabilidad y Uso Aceptable

Formulario de permiso de los padres y acuerdo de usuario

_____ Como usuario de la red informática de Cleveland ISD, he leído y acepto el Acuerdo de Uso Aceptable. Utilizaré la red y el internet de Cleveland ISD de forma educativa y constructiva.

_____ Como padre, madre o tutor de un estudiante del Distrito Escolar Independiente de Cleveland (Cleveland ISD), he leído la información de la página 36 sobre el uso adecuado de las computadoras e internet en la escuela y entiendo que este acuerdo se archivará en la escuela. Cualquier pregunta debe dirigirse al director para obtener aclaraciones.

_____ Los estudiantes y padres/tutores son responsables del cuidado y uso adecuado de toda la tecnología proporcionada por el CISD. Esto incluye, entre otros, los siguientes elementos:

- Chromebooks
- Tabletas/iPads
- Calculadoras
- Computadoras portátiles o cualquier otro dispositivo proporcionado por el distrito
- Dispositivos de carga
- Teléfono celular/puntos de acceso

Se espera que toda la tecnología del distrito se use responsablemente y se devuelva en buen estado. Si se determina que un estudiante dañó o destruyó intencionalmente un dispositivo, el padre/tutor será responsable del costo total de su reemplazo. Consulte el acuerdo de tecnología en el Manual del Estudiante de CISD.

Al firmar a continuación, tanto el estudiante como el padre/tutor reconocen su comprensión y aceptación de esta política y acuerdan cumplir con el uso aceptable y las responsabilidades descritas anteriormente.

Por favor marque una:

_____ Mi hijo puede usar el correo electrónico e Internet mientras esté en la escuela de acuerdo con las reglas descritas en la página 36**.**

_____ Preferiría que mi hijo no utilizara el correo electrónico ni Internet mientras esté en la escuela.

Nombre del estudiante (en letra de imprenta): _____

Firma del estudiante: _____

Maestro: _____

Nombre del padre/tutor (en letra de imprenta): _____

Firma del padre/tutor: _____

Fecha: _____

Se debe completar un formulario aparte para cada niño en CISD.
Este formulario debe ser firmado por el padre/tutor y devuelto al campus de su hijo.

Consent/Opt-Out Form

Dear Parent:

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

- Political affiliations or beliefs of the student or student's parents;
- Mental or psychological problems of the student or student's family;
- Sex behavior and attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parents; or
- Income, other than as required by law to determine program eligibility for participation in a program or for receiving financial assistance under such a program.

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

Following are activities requiring parental notice and consent or opt-out for the 2026-2027 school year. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

Surveys Concerning Private Information

Date: On or around _____

Grades: _____

Activity: (name of survey) _____

Summary: This is an anonymous survey that asks students questions about

_____

_____

_____

_____

_____

Opt-out for Marketing Activities

Date: 2026-2027-School Year

Grades: _____

Activity: Student-Based Commercial Services

Summary: School campuses collect, or allow businesses to collect, use, and disclose personal information on students, including: _____

_____

These businesses provide student-based products and services: _____

_____

_____

Opt-out for Non-Emergency Physical Exam or Screening

Date: 2026-2027 School Year

Grades: _____

Activity: _____

Summary: _____

If you wish to review any survey instrument or instructional material used in connection with any of the above activities, please submit a request to the campus administrator. They will notify you of the time and place where you may review the materials and information. You have the right to review a survey and/or instructional materials, or the opportunity to have your child "opt-out" before the survey is administered to your child by submitting your written approval/disapproval.

Formulario de consentimiento/Optar por no participar

Estimado padre:

La ley federal requiere que el distrito le notifique y obtenga su consentimiento o rechazo a la participación de su hijo(a) en ciertas actividades escolares. Estas actividades incluyen cualquier encuesta, análisis o evaluación del estudiante, conocida como “encuesta de información protegida” relacionada a una o más de las siguientes ocho áreas:

- Afiliaciones o creencias políticas del estudiante o de sus padres;
- Problemas mentales o sicológicos del estudiante o de su familia;
- Conducta o actitudes sexuales;
- Conducta ilegal, antisocial, incriminatoria o humillante;
- Evaluación crítica de individuos con los que el estudiante tiene un vínculo familiar cercano;
- Relaciones privilegiadas por la ley, como relaciones con abogados, médicos y pastores;
- Prácticas, afiliaciones o creencias religiosas del estudiante o sus padres; o
- Ingresos, excepto cuando la información es requerida por la ley para determinar la elegibilidad del estudiante para un programa o para recibir ayuda financiera bajo tal programa.

Esta notificación y requisito de consentimiento o rechazo también aplica a la recolección, divulgación o uso de la información del estudiante para propósitos de mercadeo (“encuestas de mercadeo”), y ciertas exploraciones y pruebas físicas.

A continuación incluimos actividades que requieren notificación y consentimiento o rechazo para participar de los padres para el año escolar 2026-2027. Por favor, note que esta notificación y la autorización del consentimiento transfieren del padre al estudiante cuando el estudiante cumple 18 años o es un menor emancipado bajo la ley estatal.

Encuestas acerca de información personal

Fecha: El o alrededor de _____

Grados: _____

Actividad: (name of survey) _____

Resumen: Ésta es una encuesta anónima que pregunta a los estudiantes sobre

_____

_____

_____

_____

_____

Actividades de mercadeo

Fecha: Año escolar 2026-2027

Grados: _____

Actividad: Servicios comerciales basados en estudiantes

Resumen: Escuela re colecciona o permite que empresas re coleccionen, usen y divulguen información personal de estudiantes, incluyendo _____

_____

Estas empresas ofrecen productos y servicios basados en estudiantes _____

_____

Rechazo de exploraciones o pruebas físicas que no son de emergencia

Fecha: Año escolar 2026-2027

Grados: _____

Actividad: _____

Resumen: _____.

Si usted desea revisar cualquier instrumento de encuesta o material de instrucción utilizado en relación con cualquiera de las actividades antes mencionadas, por favor, envié una solicitud al administrador de la escuela. Se le notificara de la hora y el lugar donde usted puede revisar los materiales y la información. Usted tiene el derecho de revisar una encuesta y / o materiales de instrucción y tiene la oportunidad de tener a su hijo "optar por no" antes que la encuesta se administre a su hijo por medio de su aprobación/desaprobación escrita.

CLEVELAND INDEPENDENT SCHOOL DISTRICT

PARENT CONSENT FOR RECEIVING EMAILS

2026-2027 School Year

- ➔ **I have been offered the option to receive emails from Cleveland ISD throughout the school year. The information sent in an email would vary from; CISD e-newsletters, Star Student newsletter, Monthly/Quarterly CISD &/or Campus Information e-newsletter, etc.**
- ➔ **I consent to receive emails from Cleveland ISD concerning my student(s) district. I accept responsibility for notifying the district/my student's campus if my email address changes.**

Parent's/Guardian's name (print): _____

List all your student's names & campuses (print):

_____

_____

_____

_____

_____

Email address: _____

Additional email address: _____

Parent's/Guardian's signature: _____

Date: _____

DISTRITO ESCOLAR INDEPENDIENTE DE CLEVELAND

CONSENTIMIENTO DE LOS PADRES PARA RECIBIR CORREOS ELECTRONICOS

2026-2027 Ano Escolar

- ➔ **Se me ha ofrecido la opción de recibir correos electrónicos de Cleveland ISD durante el año escolar. La información enviada en un correo electrónico podría variar desde; Boletines electrónicos de CISD, boletín electrónico de Star Student, boletín electrónico de información trimestral de CISD, etc.**
- ➔ **Doy mi consentimiento para recibir correos electrónicos de Cleveland ISD sobre el distrito de mi (s) estudiante (s). Acepto la responsabilidad de notificar al plantel del distrito / mi estudiante lo antes posible si la información de mi dirección de correo electrónico cambia.**

Nombre del Padre/ Tutor (en molde) :_____

Escriba todos los nombres y nombre de escuela se sus estudiantes (en molde):

_____

_____

_____

_____

_____

Direccion de correo electronico: _____

Direccion de correo electronico adicional: _____

Firma del Padre/ Tutor: _____

Fecha: _____

CLEVELAND INDEPENDENT SCHOOL DISTRICT
HEALTH SERVICES CONSENT
2026-2027 School Year

In accordance with Texas law, Cleveland ISD must provide parents with written notice of each school-based health-related service offered at the campus their child attends. These routine services promote student safety, wellness, and readiness to learn. The services may be provided by qualified school staff including nurses or athletic trainers. This consent does not take the place of an Individualized Health Plan (IHP), Section 504 Plan, or Individualized Education Plan (IEP).

A parent has the right to withhold consent for any health-related service.
These services include routine health services as listed below and health screenings:

- **Acute Care** – immediate care for illness or non-life-threatening injuries (taking temperature, applying bandages)
- **Care Coordination** – collaborating with physicians, training staff
- **Chronic Disease Management** – assisting with conditions such as asthma or diabetes
- **Health Education** – providing information on health topics
- **Medication Management** – administering medication in accordance with the law
- **Mental Health Support** – providing first-aid care and crisis intervention through school counseling
- **Preventative Care** – entering data on state immunizations, lice screening, screenings for vision, hearing, spinal development (scoliosis), and risk factors for Type 2 diabetes (such as acanthosis nigricans)
- **Referrals to Community Resources** – connecting families with community healthcare providers

These screenings are intended to identify potential concerns early, allowing families to seek further evaluation and care if needed. Screenings are conducted at specific grade levels, for new students, and sometimes as part of an evaluation for additional services under Section 504 or Special Education.

Please be advised that if you choose to opt out of these services and your child becomes ill or sustains a non-life-threatening injury during the school day, the campus nurse will not be permitted to assess or provide care — except in the case of a life-threatening emergency, as defined by applicable law and district policy. In such cases, you will be contacted immediately and will be required to pick up your child from school without delay.

Student ID* _____ Grade* _____ Campus* _____

Student Last Name* _____ Student First Name* _____

Parent Name* _____ Parent Email* _____

Routine Health Related Services:

_____ **I give my consent to my child receiving all health-related services as outlined above**
_____ **I do not give my consent & I understand the school nurse is not able to assess or treat my student**

Vision, hearing, and Type 2 diabetes screening

_____ **I give my consent for vision, hearing, and Type 2 diabetes screenings.**

_____ **I do not give my consent for vision, hearing, and Type 2 diabetes screenings**

Scoliosis: 5th/7th grade girls and 8th grade boys

_____ My child is in 5th or 7th grade, or my son is in 8th grade, and I provide consent for scoliosis screening

_____ I do not give consent for scoliosis screening.

_____ Not applicable, my child is not in these grade levels

CLEVELAND INDEPENDENT SCHOOL DISTRICT
Consentimiento para Servicios de Salud
2026-2027 anos de escuela

De acuerdo con la ley de Texas, Cleveland ISD debe proporcionar a los padres un aviso por escrito de cada servicio relacionado con la salud que se ofrece en la escuela al que asiste su hijo(a). Estos servicios de rutina promueven la seguridad, el bienestar y la preparación de los estudiantes para aprender. Los servicios pueden ser proporcionados por personal escolar calificado, incluidos enfermeros(as) o entrenadores(as) deportivos(as). Este consentimiento no sustituye un Plan Individualizado de Salud (IHP), un Plan conforme a la Sección 504, ni un Programa de Educación Individualizado (IEP).

Un padre de familia tiene el derecho de negar su consentimiento para cualquier servicio relacionado con la salud. Estos servicios incluyen servicios de salud de rutina como los que se enumeran a continuación y evaluaciones de salud:

- **Atención Aguda –** atención inmediata para enfermedades o lesiones que no ponen en riesgo la vida (tomar la temperatura, aplicar vendajes)
- **Coordinación de Atención –** colaboración con médicos, capacitación de personal
- **Manejo de Enfermedades Crónicas –** asistencia con condiciones como asma o diabetes
- **Educación en Salud –** proporcionar información sobre temas de salud
- **Manejo de Medicamentos –** administración de medicamentos conforme a la ley
- **Apoyo a la Salud Mental –** brindar primeros auxilios y atención en situaciones de crisis, a través de consejería escolar
- ***Atención Preventiva –** registro de datos sobre inmunizaciones estatales, revisión de piojos, exámenes de visión, audición, desarrollo de la columna (escoliosis) y factores de riesgo para la diabetes tipo 2 (como acantosis nigricans) *
- **Referencias a Recursos Comunitarios –** conectar a las familias con proveedores de atención médica en la comunidad

Estos exámenes están destinados a identificar posibles problemas de manera temprana, lo que permite a las familias buscar una evaluación y atención adicionales si es necesario. Los exámenes se realizan en grados específicos, para estudiantes nuevos y, a veces, como parte de una evaluación para servicios adicionales bajo la Sección 504 o Educación Especial.

Tenga en cuenta que si usted decide rechazar estos servicios y su hijo(a) se enferma o sufre una lesión que no pone en riesgo la vida durante el día escolar, la enfermera de la escuela no podrá evaluar ni brindar atención — excepto en caso de una emergencia que ponga en riesgo la vida, según lo definido por la ley aplicable y la política del distrito. En tales casos, se le contactará de inmediato y se le pedirá que recoja a su hijo(a) de la escuela sin demora. Si tiene alguna pregunta, por favor comuníquese con la enfermera de su escuela.

Student ID* _____ Grade* _____ Campus* _____

Student Last Name* _____ Student First Name* _____

Parent Name* _____ Parent Email* _____

Servicios de salud de rutina* -

_____ **Doy mi consentimiento para que mi hijo(a) reciba todos los servicios de salud descritos anteriormente.**

_____ **No doy mi consentimiento para que mi hijo(a) reciba servicios de salud y entiendo que la enfermera escolar no podrá evaluar ni atender a mi estudiante durante el día escolar.**

Exámenes de visión, audición y diabetes tipo 2*

_____ **Doy mi consentimiento para los exámenes de visión, audición y diabetes tipo 2.**

_____ **No doy mi consentimiento para los exámenes de visión, audición y diabetes tipo 2.**

Escoliosis: niñas de 5.º/7.º grado y niños de 8.º grado*

_____ Mi hijo(a) está en 5.º o 7.º grado, o mi hijo está en 8.º grado, y doy mi consentimiento para el examen de escoliosis.

_____ No doy mi consentimiento para el examen de escoliosis.

_____ Not applicable, my child is not in these grade levels