

Grades K-12 Student Handbook

2026 - 2027



CONROE
INDEPENDENT
SCHOOL DISTRICT

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Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact the Executive Director of Communications at:

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Conroe, Texas 77304
(936) 709-7752

Preface Parents and Students

Welcome to the new school year!

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

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to and lawfully permitted to assume school-related responsibility for a student.

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

Board policy, the Student Code of Conduct and Extracurricular Codes of Conduct will supersede any provision herein. Therefore, parents and students should become familiar with Board policy, the Conroe ISD Student Code of Conduct, and Extracurricular Codes of Conduct, for activities in which they participate. To review the Code of Conduct, visit the District’s website at conroeisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the office of the campus principal. Extracurricular Codes of Conduct may be obtained from the activity sponsor or campus athletic department.

Note: References to Board policy codes are included for ease of reference. The hard copy of the District’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at policyconnect.org/org/conroe-isd

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the Board’s choices and values regarding District practices and procedures.

For questions about the material in this handbook, please contact the student’s campus principal.

Accountability under State and Federal Law

Conroe ISD 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 includes the financial accountability rating assigned to the District by TEA; and Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the District website at conroeisd.net. Hard copies of any reports are available upon request to the District’s administrative office. TEA also maintains additional accountability and accreditation information on the TEA website.

Academic Information

Prekindergarten and Kindergarten Enrollment Eligibility

A child is eligible to attend prekindergarten if the student is four years of age on September 1 of the year the student begins the programs and is:

- Unable to speak or comprehend the English language;
- Educationally disadvantaged;
- Homeless as defined by federal law;
- The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Has ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Texas Family Code Section 262.201;
- The child of a person who is eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or
- The child of a classroom teacher (does not include a teacher’s aide or full-time administrator) in Conroe ISD, who is employed at least four hours each day and teaches in an academic or career and technology instructional setting.

A student is eligible to attend kindergarten if the student is five years of age on or before September 1 of the current school year. A student is eligible to enroll in first grade if he or she is six years old on or before September 1 of the current school year, has been enrolled in another state, or has successfully completed kindergarten in another state public school.

Academic Planning & Course Credit

For further information about academic planning, students should look at the **Junior High Academic Guide** or **High School Academic Guide**. The Guides are District-wide extensive course description guides which provide more detailed information on the topics contained in this section as well as a description of the course offerings. The guides can be found on the Conroe ISD School Counseling [webpage](#).

School Counseling Program

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 apparent, immediate personal concerns or problems put the student's continued educational care, 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 education 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. Parents can review any materials and curriculum during school hours.

Academic Counseling

Students and their parents are encouraged to talk with their child's school counselor, teacher, or principal to learn about course offerings, graduation requirements and early graduation procedures. Each year students will be provided information on anticipated course offerings for the next year and other information that will help to make the most of academic and career and technology opportunities, as well as information on the importance of postsecondary education. The school counselor can also provide information each year a student is in high school regarding: The importance of postsecondary education; the advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement; the disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma; financial aid eligibility and how to apply for financial aid; automatic admission to state funded Texas colleges and universities; eligibility requirements for the TEXAS Grant; availability of district programs that allow students to earn college credit; availability of tuition and fee assistance for postsecondary education for students in foster care; and availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

School counselors will provide notices to include: 1) information on career readiness and workforce training opportunities, 2) the link to the My Texas Future website with information on how to create a profile, 3) opportunities to complete career training and obtain postsecondary credentials while enrolled in high school, and 4) the outcomes of graduates from the campus and school district.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional or mental health issues, or substance abuse. The school counselor may also make available information about community resources to address these concerns. Students are able to make appointments to visit with the school counselors for those purposes should they wish to do so. The District will provide notice and obtain parental consent for counseling, screening, health-related services, health-care services, questionnaires, and other services as required by state or federal law. The applicable notice or consent requirement depends on whether the service is a health-care or health-related service as defined by state law.

Courses of Study

The District's high schools offer Level Courses, Honors Courses, Dual Credit Courses, Advanced Placement Courses, Career and Technical Education Courses, and Resource Courses.

Conroe ISD is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of rigorous academic curriculum will be considered for admission into Honors, AP, and Dual Credit courses.

Level Courses

Level courses are designed to provide students a high level of academic preparation that will enable the student to prepare for postsecondary educational opportunities and/or joining the work force.

Honors Courses

Honors courses are accelerated courses with enriched content. Honors courses are offered in English, languages other than English (LOTEs), mathematics, social studies, science and computer science. These courses require more individual initiative, analytical reading, student interaction, research, and outside class preparation than Level courses. Students are better prepared for Advanced Placement and Dual Credit courses upon successful completion of Honors courses.

Dual Credit Courses

Eligible students in their junior and senior years may enroll in the partnership program between the Conroe Independent School District and Lone Star College Montgomery. Students enrolled in dual credit courses earn college credit and high school credit simultaneously. Dual credit courses transfer to most public colleges and universities in Texas and many private or out-of-state universities. Specific course offerings vary from year to year and campus to campus. Consult the High School Academic Guide and the Campus webpage to determine what dual credit courses are available at each campus. Students are required to pass the ACCUPLACER (TSI) before enrolling in college courses. The TSI is offered at every District high school. Students are oftentimes required to purchase college textbooks for dual credit courses.

Advanced Placement Courses

These courses provide students the opportunity to pursue college-level studies while still in high school and possibly receive college credit. Course credit or Advanced Placement credit is awarded by many colleges and universities to students who score a 3, 4, or 5 on the Advanced Placement examination that is given in the late spring of each year. Students are not required, but strongly encouraged to take these examinations upon completion of the course. There is a fee, borne by the student (unless eligible for free or reduced cost), for each examination. AP courses are taught at the college level. As a result, students should anticipate extra hours of homework. Students are encouraged to progress from Honors courses to Advanced Placement courses. Students are encouraged to check with the colleges and universities they are interested in attending to learn more about AP score requirements.

Resource Courses

These courses are specially designed for students who have a modified curriculum in accordance with an individualized education plan (IEP).

Career and Technical Education (CTE) Courses

The District offers career and technical education programs in a variety of areas. A wide range of courses are available on specific high school campuses. The courses offered are listed in the Academic Guide. These courses are designed to meet a variety of needs and interests in technical and practical areas. Students from all academic levels enroll in CTE courses that integrate academic and application skills. Lone Star College and the District have established the method by which students in identified technical preparatory courses will receive credit toward certain programs and/or degrees when the student completes high school and is enrolled in the program at the college.

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

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

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

Insurance for Career & Technical Education (CTE) Programs

The District is not required to but may purchase supplemental accident, liability, or automobile insurance coverage for students and businesses involved in the District's CTE programs.

High School Courses Taken in Junior High Grade Averaging for Two-Semester High School Courses

Students who fail the first semester of a two-semester course, but who pass the second semester of that course, will receive credit for both semesters when the average of the two semesters of the course is at least a 70. Students who pass the first semester but fail the second semester must repeat the second semester of the course. Students passing the first semester of a high school credit math or a LOTE course, but failing the second semester, must repeat the second semester in an approved summer school course earning a passing grade, or repeat the entire course the following school year (taking the first semester for no credit) earning a passing grade of 70 or better for the second semester. Grades may only be averaged if the second semester immediately follows the first as part of a one-credit offering. Summer school grades will not be averaged with grades awarded during the regular school year.

Transcripts for High School Courses

All grades for high school courses taken in junior high school will appear on the high school transcript. High school courses taken during the 7th and/or 8th grades will be given the actual grade on the transcript, but the grades will not count in the calculation of the student's high school grade point average (GPA). Any course taken after completion of the 8th grade year is calculated in a student's high school class rank. High school credit will be awarded if a student passes the course. Credits for high school courses are awarded in half-credit units. Students may earn high school credit for the course only

once. Students enrolled in an End-of-Course assessed course, while in junior high, must take the corresponding EOC exam during the applicable window. The assessment and course are part of graduation requirements. The transcript is the official student academic record. Transcripts include grades and credits for all courses attempted, grade point averages, class rank, and standardized state test scores.

Courses for Non-Credit

Taking a course for no credit is a privilege that may be withdrawn at any time. Reasons for removing a student from a non-credit course include, but are not limited to, misbehavior, poor attendance, and failure to complete assignments. Taking a course for no credit is not a permissible way of circumventing a grade point average issue. A student's UIL eligibility might be affected by taking a course for no credit.

Local Credit Courses

Courses receiving "local credit" do not qualify as state requirements for graduation. This means that local credit courses do not count toward the total number of required credits for graduation. The student's school counselor can best assist in determining whether or not a student should take a "local credit" course. These courses do count for no pass/no play eligibility for extracurricular activities.

While local credit courses appear on the transcript, they are not included in determining credits for grade level classification and class rank. These courses focus more on learning opportunities outside the classroom, and include courses such as lab management or an internship program.

Correspondence Courses and Distance Learning

The District permits high school students to gain credits via state approved correspondence and/or distance learning courses. Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television. Typically, students are permitted to only take required elective offerings. Students are not permitted to take core academic subjects by correspondence or distance learning, and may be enrolled in only one correspondence course and distance learning course at a time. The campus principal must approve any exceptions. The District reserves the right to deny credit for any correspondence or distance learning course taken without obtaining prior approval from campus administration. The Superintendent or designee may waive these limitations on an individual basis for extenuating circumstances.

The deadline for graduating students to complete correspondence and distance learning coursework and take required examinations is the beginning of the second semester of each school year. Correspondence and distance learning course grades are entered on the student's transcript and counted in the GPA calculation as level grade points unless the course is approved as an Advanced Placement course. Distance learning and correspondence courses count toward academic UIL "no pass/no play" eligibility and are evaluated in accordance with the District eligibility calendar that can be found on the District's website.

Conroe Virtual School

Conroe ISD offers full-time virtual instruction to students in grades 5-12 for the 2026-2027 school year. The school offers on-level and advanced instruction, and serves students from each of the six feeder patterns in Conroe ISD. To find out more information about the virtual school, please visit the school website at virtual.conroeisd.net.

Class Schedules

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

Credit by Examination

Credit by Exam for Acceleration is available to all students in the District in accordance with Section 28.023 of the Texas Education Code. Testing windows for these exams offered by the District are approved by the District’s Board of Trustees.

Credit by Exam for Grades K-6

CISD offers annual centralized testing two times during the summer, once in the fall, and once in the spring. The dates on which exams are scheduled will be published in appropriate District publications and on the District’s website along with registration information. During each testing window provided by the District, a student may attempt an exam only once. There is no charge to the student for testing, but a student may only attempt each exam two times. Registration must be completed with the school counselor by the posted registration deadline.

Kindergarten students who wish to accelerate into 1st grade will be enrolled in Kindergarten pending approval for acceleration. Students must achieve a score of 80 on each exam in the subject areas of Language Arts, Mathematics, Science, and Social Studies in order to be eligible to accelerate. Additional criteria that may be considered are the recommendation of the Prekindergarten or preschool the student has previously attended, the chronological age and observed social and emotional development of the student, and other criteria deemed appropriate by the principal and Superintendent.

A student in grades 1-5 will be eligible to accelerate to the next grade level if the student meets all of the following requirements: the student scores at least 80 on each exam in the subject areas of Language Arts, Mathematics, Science, and Social Studies; a District administrator recommends the student be accelerated; and, the student’s parent gives written approval for the grade advancement. Students may not take CBEs for a grade level in which they are currently enrolled. Students must earn the required score on all four (4) exams for the grade level to be skipped prior to the beginning of the school year in which the students would be enrolled in that grade level.

Credit by Exam for Grades 7-12

There are two types of credit by examination, with or without prior instruction. Students should consult the National Collegiate Athletics Association (NCAA) as to whether these examinations count for core Grade Point Average. If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date

Credit Recovery with Prior Instruction (the student has previously taken all or part of the course)

A student who has previously taken all or part of the course or subject – but did not receive credit or a final grade for it – may, in certain circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the District’s Board of Trustees on the essential knowledge and skills defined for the 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.” If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit and take the corresponding EOC for graduation.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. A student may not use this examination to regain eligibility to participate in extracurricular activities. Students may not take a credit by exam for the purpose of recovering credit while they are still enrolled in the course. For seniors, this means that students are not eligible to take an exam for recovering credit until final exams begin. Students are responsible for the cost of this exam. The student will have the grade and grade point for the test recorded on his/her transcript.

Acceleration Without Prior Instruction (the student has not previously taken the course)

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, i.e. for advancement, or to accelerate to the next grade level. The examinations offered by the District are approved by the District’s Board of Trustees. The dates on which examinations are scheduled during the school year will be published in appropriate District publications and on the District’s website. If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. 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 the timeframes by a student experiencing homelessness 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. Students who earn credit by exam (without prior instruction) for a course with a corresponding EOC are exempt from that EOC.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 60 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 course credit no more than twice. If such credit is given, the District shall enter the examination score on the student’s transcript. These scores are not computed in the Grade Point Average (GPA). If a student fails to achieve the designated score on the applicable examination 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.

Grade Classification

After ninth grade, students are classified according to the number of credits earned toward graduation. The following classification system is used for academic placement:

Grade Classification	Credits
Freshman	0 to 5.5
Sophomore	6 to 11.5
Junior	12 to 17.5
Senior	18+

For eligibility purposes as determined by the UIL, the following classification guidelines apply:

Grade Classification	Credits
Freshman	0 to 4.5
Sophomore	5 to 9.5
Junior	10 to 14.5
Senior	15+

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.

Texas Virtual School Network

The Texas Virtual School Network (TXVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation. Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. Enrollment in courses through the TXVSN is not subject to limitations the District imposes for other distance learning courses.

Questions regarding TXVSN courses, and enrollment therein should be addressed to the student’s counselor. Depending on the situation, a student may not be allowed to enroll in a TXVSN course if the school offers the same or similar course. Additional information may also be found here: policyconnect.org/policy/conroe-isd/EHDE

Accommodations for Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN);
- 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 four months will be excused by the District. The District will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment. Additional information may be found through the TEA webpage: [Military Family Resources | Texas Education Agency](#) or go to the Student Support Services Department on the CISD webpage: [Community Outreach & Dropout Prevention – Conroe ISD](#)

Enrollment and Withdrawal Enrollment Requirements

To enroll in a District school a parent must provide proof of legal responsibility for the student in the form of a birth certificate, divorce decree or some other legal document. The parent or legal guardian of a student under the age of 18 must be present with the student at enrollment to complete necessary paperwork, including the child’s emergency notification information. Before contacting the campus

to make a registration appointment, parents must complete the online portion of the registration process. This online portion can be accessed at conroeisd.net/page/enrollment-transfers. Parents must also bring proof of residency (a current utility bill indicating the address, a recently paid rent receipt or a current lease agreement or mortgage statement), the child’s birth certificate or other document suitable as proof of the child’s identity and proof that the child has received the age appropriate immunizations as required by the Texas Health Department. (See below).

Immunization Requirements for Enrollment

Immunization Requirements for Enrollment: Students must present records validated by a physician or health clinic for the following immunizations:

- Polio:
 - PK & PPCD: 3 doses
 - K-12th: 4 doses
 - Fourth dose on or after the 4th birthday. If the third vaccination occurs after the 4th birthday, three doses are acceptable.
- DTaP/DTP/DT/Td/Tdap (Diphtheria/Tetanus/Pertussis):
 - PK & PPCD: 4 doses
 - K-6th: 5 doses of diphtheria-tetanus-pertussis vaccine; one dose must be on or after the 4th birthday. Four doses meet the requirement if the 4th dose was received on or after the 4th birthday. Students 7 years and older, 3 doses meet the requirement if 1 dose was received on or after the 4th birthday.
 - 7th grade: 3 dose primary series and 1 Tdap/Td booster within last 5 years.
 - 8th-12th: 3 dose primary series and 1 Tdap/Td booster within the last 10 years.
 - Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
- MMR (measles, mumps and rubella):
 - PK & PPCD: 1 dose
 - K-12th: 2 doses
 - First dose must be received on or after the first birthday. Serologic evidence of the disease is acceptable in lieu of immunization.
 - Students vaccinated prior to 2009 with 2 doses of measles and one dose each of rubella and mumps satisfy this requirement.
- Hepatitis B: All grades 3 doses
- Hepatitis A: All grades 2 doses; First dose must be received on or after the 1st birthday.
- Meningococcal Conjugate (MCV4): 7th-12th 1 dose. Required on or after the 11th birthday. Vaccination received up to and including four days before the 11th birthday will satisfy the requirement.
- Varicella:
 - PK & PPCD: 1 dose
 - K-12th: 2 doses
 - First dose must be received on or after the first birthday.
 - Varicella Immunization is not required if the student has had the disease (chicken pox). Parents, guardians, school nurses and physicians may document history of illness. Serologic evidence of the disease is acceptable in lieu of immunization.
- Hemophilus Influenza (HIB): A complete series; 1 dose on or after 15 months of age, 2 doses from 12-14 months of age, or 3 doses with one dose on or after 12 months of age. This vaccine is required for any student starting school 4 years old and younger.
- Pneumococcal (PCV): A complete series; 3 doses with one dose

on or after 12 months of age, 2 doses with both doses on or after 12 months of age, or one dose on or after 24 months of age. Otherwise, one additional dose is required. This vaccine is required for any student starting school 4 years old and younger

Doses required on or after the first or fourth birthdays can be received up to and including 4 days before the birthday.

Students who received 4-year boosters before August 1, 2004, could have received them any time in the month prior to the birth month to be accepted.

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. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch can be honored by the District. You may access the DSHS exemption form at dshs.texas.gov/immunize/school/exemptions.aspx.

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

The form must be notarized and submitted to the principal or school nurse within 90 days of being notarized. Provisional enrollment may be requested by a parent for a student for up to 30 days to have a valid exemption on file with the District. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Please refer to [Conroe ISD Health Services](#) for a list of the immunization requirements. The school nurse can provide information on immunizations requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or stamp validation. If a student is not 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 member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition. Each school will maintain a list of students exempted from immunizations. In the event of an outbreak of a vaccine preventable disease, state health officials may order unimmunized students be excluded from attending school.

For further information please see Board Policy [FFAB](#) and the [Texas DSHS website](#). Serologic confirmation of immunity for measles, mumps, rubella, hepatitis B, varicella, or hepatitis A or serologic evidence of infection is acceptable in lieu of vaccine.

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by state law. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator will review the immunization status of a provisionally enrolled student every

30 days to ensure continued compliance in completing the required doses of a vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance, and the school must exclude the student from school attendance until the required dose is administered.

Residency Requirements

Students must enroll in the school in the attendance zone in which they reside. Students may apply for an intradistrict transfer in accordance with Local Board Policy [FDB](#). (See below.)

Intradistrict Transfers

Attendance areas are determined by the Board of Trustees. The District does allow intradistrict transfers in certain situations. Intradistrict transfers are not granted for differences in course offerings or class scheduling, family history of attendance, participation in extracurricular activities or convenience. The deadline to apply for an intradistrict transfer is May 1. Please see Local Board Policy [FDB](#) for further information.

Students whose legal residence changes from one attendance zone to another during the school year may remain at the school in which they are currently enrolled until the end of the semester in which the change of residence occurred. Parents must complete the appropriate intradistrict transfer paperwork for the child to remain at the school in which the child is currently enrolled. The District does not provide transportation to students attending a campus outside of their attendance zone.

A transfer student whose placement at the receiving campus becomes a detriment to his/her learning or the learning of other students because of disciplinary or attendance problems may have his/her transfer revoked.

Interdistrict Transfers

Nonresident students are not eligible to attend District schools. However, the Board of Trustees has approved the following exceptions:

- Children of full-time nonresident District employees;
- Resident students who become nonresidents during the course of a semester are permitted to continue in attendance for the remainder of the current grading period;
- A nonresident senior student who was a resident of the District and attended that same District high school during the preceding three years shall be allowed to continue to attend that high school until the student graduates, provided academic, disciplinary, and attendance records are satisfactory;
- A student residing outside the District may enroll in the District if the student's parent or guardian has a signed contract for the lease or purchase of a home within the boundaries of the District that will be occupied within 90 days from the date of enrollment. (See [FDA Local](#) for further requirements.)
- On request of a peace officer who is a parent or person standing in parental relation to a student; and
- On request of a servicemember who is a parent or person standing in parental relation to a student.

A transfer student whose placement in the District becomes a detriment to his/her learning or the learning of other students because of disciplinary or attendance problems may have his/her transfer revoked. July 1 is the deadline to apply for an interdistrict transfer.

Foreign Exchange Students

Students who have graduated from any other school are not eligible for admission. The District limits the number of foreign exchange students at each of its high schools to no more than six per school year from recognized foreign exchange programs. The exchange student must reside within the school's attendance zone to be enrolled. Foreign exchange students are classified as 11th grade students and are not placed on a graduation plan.

Foreign exchange students are encouraged to take courses such as Government as well as elective courses which enhance the cultural and social experience of school. Courses will be assigned upon registration. Foreign exchange students must meet the same guidelines for class placement and level changes as all other District students. All students who have English as a second language must be tested for English proficiency. Foreign exchange students who wish to apply for graduation must request an official transcript from the last school the student attended. Transcripts should be received prior to the student enrolling in the District. The transcript will be evaluated to determine eligibility for graduation. Foreign exchange students who apply for graduation must meet the same course and testing requirements as all other District students.

I-20 Forms

The District does not complete I-20 forms. These forms require that the District acknowledge the acceptance of tuition from students who attend District schools, but are not residents of the United States. Conroe ISD does not accept tuition. As a result, the District cannot complete I-20 forms.

Withdrawing from School

When a student under the age of 18 withdraws from school, the parent or legal guardian must submit a written request to the principal, specifying the reasons for the withdrawal and the final day the student will be in attendance. Withdrawal forms are available at each school.

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.

A person who voluntarily enrolls in school or voluntarily attends school after the person's 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The District may revoke for the remainder of the school year the enrollment of a person 19 or older who has more than five unexcused absences in a semester. The person's presence on school property thereafter would be unauthorized and may be considered trespassing.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request in writing that they be placed either in the same classroom or in separate classrooms. Written requests must be submitted no later than the 14th day after the students' enrollment. (See [FDB \(LEGAL\)](#))

School Safety Transfers

The District will grant a parent's request to transfer his or her child to another classroom or campus if the child has been determined by the District to be a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. The District may transfer a student who has been determined to have engaged in bullying to another

classroom or campus. In such a circumstance transportation is not provided. See the campus principal for more information.

Parents can request a transfer to attend a safe public school in the District if their child attends school at a campus identified by TEA as persistently dangerous or if their child has been a victim of a violent criminal offense while at school or on school grounds.

Parents can request a transfer to another campus if their child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the District will transfer the assailant, in accordance with Policy [FDE](#).

Parent Requests for Retention or to Repeat a Course

A parent may request in writing that a student repeat prekindergarten, repeat kindergarten, repeat grades 1 through 8, or, for courses taken for high school credit, repeat any course in which the student was enrolled in during the previous school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Attendance and Absences

Regular school attendance is essential for students to make the most of their education—to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as individuals. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, students and parents should make every effort to avoid unnecessary absences. Two state laws, one dealing with the required presence of school-aged children in school, e.g. compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit, are of special interest to students and parents. Each is discussed below.

Compulsory Attendance

State law requires that a student between the ages of 6 and 19 attend school as well as any applicable accelerated instruction programs, extended year programs or tutorial sessions unless the student is otherwise legally exempt or excused. Once a student enrolls, including in prekindergarten or kindergarten, the student is required to attend school and is subject to the compulsory attendance requirements as long as the student remains enrolled. A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

A student who voluntarily attends and enrolls who has not yet reached their nineteenth birthday shall attend school for the entire period the program is offered, unless exempted as indicated in Board Policy [FEA \(LEGAL\)](#). If a student 19 or older incurs a third unexcused absence, the District is required by law to send the student a letter explaining that the District may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking enrollment, the District may implement a behavior improvement plan.

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

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.

When a student ages 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent. The notice will request a conference between school administration and the parent to discuss their child's attendance, develop a plan to improve attendance. This plan could include referrals to counseling or other social services, the possibility of the District initiating truancy prevention measures, or other appropriate measures.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The District may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year. If a student age 12-18 incurs ten or more unexcused absences within a six-month period in the same school year, the District, in most circumstances, will refer the student to truancy court.

Parents are able to receive notifications if their student is absent for a day or part of the day, regardless if the absence is unexcused, through email, text message, or first-class mail.

The District will provide for a meeting between a parent of a student enrolled in the district or school and a school counselor, principal, or appropriate administrator when the student becomes at risk for engaging in truant conduct under Section 65.003, Family Code, as provided by the policy, to discuss the student's behavior and any conditions at the student's home that may be contributing to the student's failure to attend school. If a parent fails to attend that meeting, the District's attendance officer is authorized to make a home visit or otherwise contact the parent to investigate the student's behavior and living conditions and report the attendance officer's findings to the District. From there, the District may establish guidelines to identify a student in need of additional support and to refer the student to in-school or out-of-school services aimed at addressing the student's failure to regularly attend school.

Exemptions to Compulsory Attendance

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

- Documented health care appointments for the student or a child of a student, including absences related to autism services, and mental health appointments, if the student returns to school on the same day as the appointment, and brings a note from the health care provider;
- Absences resulting from a serious or life-threatening illness that makes a student's attendance infeasible, with certification by a physician on the District's form
- Absences for attendance in a released time course in religious instruction;
- For students in the conservatorship (custody) of the state, this includes an activity required under a court-ordered service plan, or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours;
- Religious holy days;
- Required court appearances;

- Activities relating to obtaining United States citizenship;
- Service as an election clerk;
- The District will allow junior or senior students to be absent up to two days per school year to visit a college or university provided that the principal has approved the absence and the student follows campus procedures to verify such a visit, and makes up any work missed. (See [FEA \(Local\)](#)).
- The District will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. (See [FEA \(Local\)](#))
- The District will allow a student to be absent for up to two days per school year to serve as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences, or as an election clerk if the student makes up any missed work. (See [FEA \(Local\)](#))
- For children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- The District will allow a student 17 years of age or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in a branch of the U.S. armed services or Texas National Guard, provided the student provides verification of these activities to the District. (See [FEA \(Local\)](#))
- The District will also excuse an absence of a student in grades 6-12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Parent Notes & Illness-Related Absences

When a student must be absent from school, the student – upon return to school – must bring a note signed by the parent that describes the reason for the absence. 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. A 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 of the student whether the absence is considered by the District to be excused or unexcused. 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. Should a student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health care provider verifying the illness or condition that caused the student's absence from school.

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.

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use District-issued technology, including Wi-Fi or internet, for telehealth appointments because use of District-owned equipment and its network systems is not private and will be monitored by the District.

Absences Approved in Advance

Written parental requests for preapproved absences must be made in advance to the appropriate assistant principal. Forms to request preapproved absences are available at the campus. Approval will be based on the student's attendance record, academic standing, and compliance with campus procedures. A maximum of five preapproved absences per school year are allowed. Preapproved absences are included in the calculation to determine if a student has attended class 90% of the days the class is offered in order to receive credit for the class. Make-up assignments are provided for absences approved in advance. Preapproved absences count against final examination exemption privileges.

Activity Absence

Participation in school-sponsored extracurricular activities is not considered an absence from school. However, students may not miss any class to participate in any one or a combination of such activities more than 10 times during a school year. Students participating in activities approved by the Board of Trustees as extracurricular activities must follow these same guidelines. Approved competitions above the district level are not considered in determining a student's total days of absence from school due to extracurricular activities. For the purpose of determining whether a student may participate in an extracurricular activity on the evening of a school day, the student must be in attendance at school for at least half of the day. The principal or designee may make exceptions to this rule.

Authorized Person Picking Up Students

Under normal circumstances, either parent of the student will be allowed to pick up a student at school. When the school is furnished with a copy of a court order, the child will be released only to the parent who has possession under the order at that time. In the absence of a court order, a student will generally be released to either parent unless the parents give conflicting instructions regarding release of the student. In this instance, the campus will generally maintain the status quo and allow the parents to seek legal intervention to resolve the conflict. Anyone picking up a child other than their own should have a note signed by the child's parent or guardian giving them permission to do so. A picture ID may be requested when picking up a student.

Custody Documents

Schools will follow court orders if provided to the school. However, schools do not address disputes regarding custody, access or possession unless the dispute creates a disruption at school. If there is a disruption at school, law enforcement will be contacted. If a student refuses to leave with a parent, even if it is that parent's period of possession, the school will not force the child to do so.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit and/or a final grade for the class if he/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 for the class. If a student attends less than 75 percent of the days a class is offered or has not completed the 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 policies at [FEC](#)).

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subjects.
- Whether the student or the student's parent had control over the absences.
- Whether the student has completed makeup work satisfactorily.
- Any information presented by the student or the student's parent to the committee about the absences.

The student or parent may appeal the committee's decision to the Board of Trustees by following policy [FNG](#). The actual number of days a student must attend in order to receive credit depends on the number of days the class is offered. In junior high some classes are a full year in length.

Driver License Attendance Verification

To obtain a driver's license, a student between the ages of 16 and 18 must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus. Requests are typically processed within 24 hours. Students should remember that buildings are closed during spring and winter break as well as holidays and should plan accordingly.

Leaving Campus During the Day

All students who leave campus during the school day must sign out in the appropriate office and receive a permit for leaving campus. To receive a permit to leave campus, the student must provide a written note, signed by his or her parent or guardian, containing the student's first and last name, the date, time and reason for leaving campus along with contact information for the parent or guardian or a telephone call from the student's parent or guardian. The permit must be obtained prior to the start of the school day on which the student is requesting to leave campus. To be released from class, the student must present the permit to the classroom teacher. If the student returns to school that day, he or she must report to the attendance office or designated area and provide written verification from the health care professional (if applicable) along with a written note from the parent or guardian stating the reason for the absence. The student must also sign in into be readmitted to class.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless the parent directs campus personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released.

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

Students who fail to sign in or out before leaving campus, or furnish false information, including a forged parent or guardian signature, are considered truant.

Students are not allowed to leave campus during meal periods for the purpose of eating lunch off campus.

Make-Up Work

Students will be given the opportunity to make up work missed due to any absence. It is the responsibility of the student to request and complete any assignment or test missed because of an absence. Students will be permitted one day for each day of absence to complete the assigned work.

Students who miss class for an approved school activity must make arrangements with each teacher to complete any tests or assignments prior to the absence. Long-term assignments are due even if the student is absent on that day. Students should make arrangements to have long-term assignments turned in on the date due if the student is unable to do so because of an absence. Students in ISS or OSS will be given their course work for foundation curriculum classes.

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

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

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.)

Official Attendance-Taking Time

The District must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

The District will take official attendance every day at the time designated by each campus.

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

Documentation after an Absence

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

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

signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

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

Doctor's Note after an Absence for Illness

Each school has its own rules for allowing excused absences with doctor's notes. Students must follow their schools' procedures for excusing absences with doctor's notes. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Student Identification Cards

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. A student identification card (ID) will be provided for students enrolled in the district. The cards will serve the following purposes: safety of student identification, payment for lunches, admission to student activities, access to transportation, and school library utilization. Each student in grades 7-12 will be required to wear their student ID throughout the school day. Students will be required to pay a replacement fee if the card is lost.

Tardies

It is very important to the educational process that students arrive to school and to each of their classes on time each school day. Each campus will provide specific information regarding how tardies will be handled at that location.

College and Post-Secondary Preparation College Admissions and Counseling

Colleges and universities vary greatly in their requirements in regard to grades, class rank, courses taken and entrance examination requirements. It is important for students and their parents to visit college websites for specific entrance requirements. Students or parents are responsible for submitting all college applications. Official transcripts, which are required by most colleges and universities as a part of the application process, must be requested through the appropriate campus process and personnel. All official transcripts must be submitted by school personnel. Official transcripts will not be provided to students, their parents or representatives. Information contained on transcripts includes courses taken, semester grades, class rank, grade point average, endorsements, performance

acknowledgments, and results of state tests taken. Families may, however, request an unofficial transcript.

College and University Admissions and Financial Aid

For two years following their graduation, District students who graduate in the top ten percent and in some cases, the top 25 percent, of his/her class are eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Distinguished Level of Achievement under the foundation graduation program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT.

The student is ultimately responsible for ensuring that he or she meets the admission requirements for the university or college including timely submission of a completed application. If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to students ranked in the top 25 percent of their class. The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For the 2026-2027 admission cycle, the University will admit the top five 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. As required by law, the District will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, the benefits of completing the requirements of automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they receive this information, and the Texas First Early High School Completion Program and the Texas First Scholarship Program. Students and parents should contact their school counselor for further information about automatic admissions, the application process, and deadlines for application.

FAFSA and TASFA

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

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

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

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

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

Letters of Recommendation

Each high school campus has its own procedures for processing transcripts, college applications and scholarship applications. Many of these documents require letters of recommendation from teachers and/or school counselors. It is important that students give the person(s) writing these letters as much time as possible in order for them to prepare a quality letter. For planning purposes, a minimum of three (3) weeks after the request is made should be allowed before letters of recommendation are due. Letters are sent directly to the college or university.

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 T.E.X.A.S. Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges and technical schools, as well as to private institutions. Certain students who graduate early may be eligible for the Texas First Scholarship Program. For further information, please see the school counselor.

Scholarship Applications

There is no fee for processing scholarship applications, other than transcript fees.

Standardized Testing for Post-Secondary Education SAT & ACT

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, as 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. 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.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Other Post-Secondary Preparedness Tests

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Contact the student's counselor for information about this opportunity.

Transcripts

Grades for all courses taken are placed on the transcript and may not be removed. This includes courses taken at the junior high campuses for high school credit; however, high school courses taken in junior

high are not calculated in the high school GPA. The transcript is the official student academic record. Transcripts include grades and credits for all courses attempted, grade point averages, and class rank. Transcripts for currently enrolled students can be requested through the appropriate campus office.

Unofficial Transcripts: Requests for unofficial transcripts must be made in writing to the appropriate campus office. Transcripts list all grades. Typically, requests are filled within 24 hours; however, processing may take up to five school days at certain times of the school year. A fee is assessed for each unofficial transcript. Unofficial transcripts may be requested by the student and/or parent or guardian and given directly to the person requesting it. Students may make copies of their unofficial transcripts. High school grade history is available to students at no cost through Student Access. Class rank and GPA is available to students through Naviance.

Official Transcripts: Colleges or universities may require official transcripts for college and student enrichment programs. Students requesting official transcripts be sent to colleges or universities must follow the transcript request process at their high school. The District will provide, on behalf of each student, three official transcripts at no charge to the student. This does not include university required midyear reports or matriculating final transcripts. Additional transcripts are available at the cost of \$3 per transcript. The cost per additional transcripts for students who qualify for the free and reduced lunch program, is \$1. Official transcripts must be submitted by District personnel. Official transcripts are not provided to students or their parents/guardians. Official transcripts are transmitted directly from the campus to an authorized requesting institution.

Grade Point System & Class Rank

Final GPA calculations for seniors are determined in mid-April after the conclusion of the 3rd nine weeks. This is the GPA used to determine graduation honors.

In an effort to recognize those students who have taken a more rigorous course of study, CISD has developed the following system for calculating GPAs:

Grade Range	Letter Grade	AP/DC*	Honors / Dual Credit**	Level & All Other
Courses***				
90-100	A	6.0	5.0	4.0
80-89	B	5.0	4.0	3.0
75-79	C	4.0	3.0	2.0
70-74	D	3.0	2.0	1.0
Below 70	F	0	0	0

* Includes all AP courses, present and future plans, and dual credit required core courses taught on the high school campus.

** Includes dual credit Spanish taught on the high school campus, all Honors core academic courses, and additional academic Honors courses such as: *Anatomy and Physiology, Organic Chemistry, Independent Study in Engineering Math, Introduction to Health Science Technology (Academy for Science and Health Professions), Health Science Technology (Academy for Science and Health Professions), Computer Science I, II, Dual Credit College Algebra, Medical Microbiology, and Pathophysiology.*

*** Dual credit non-core courses taught at Lone Star College or on the high school campus.

Awards: CISD high schools will include all mid-year graduates in the third nine-week 12th grade class membership for the sole purpose of determining and maximizing the total number of end-of-year awards/honors.

Summa Cum Laude: Students who rank in the top 5.0% of their graduating class according to GPA will receive Summa Cum Laude honors, provided that they have completed the previous three semesters at the awarding school, beginning in January of the year prior to graduation.

Magna Cum Laude: Students who rank between the top 5.1% and 10.0% of their graduating class according to GPA will receive Magna Cum Laude honors at graduation.

Cum Laude: Students who rank between the top 10.1% and 15.0% of their graduating class according to GPA will receive Cum Laude honors at graduation.

Valedictorian and Salutatorian:

- Must be selected from the Summa Cum Laude graduates.
- In the event that two or more students have the same grade point average, the awards will be determined by calculating numerical averages.

Academic Lettering

Academic awards including academic lettering are presented only to students currently enrolled in the District. Students meeting the following are eligible to receive an application for academic lettering:

- A sophomore student having a cumulative average of 90 for all subjects or a GPA of 4.1 or greater during his/her freshman year is eligible to receive a jacket and/or letter with no bars;
- A junior student having a cumulative average of 90 for all subjects or a GPA of 4.2 or greater during his/her sophomore year is eligible for a letter jacket and/or letter with the appropriate number of bars;
- A senior student having a cumulative average of 90 for all subjects or a GPA of 4.3 or greater during his/her junior year is eligible for a letter jacket or a letter with the appropriate number of bars.

Transfer students will become eligible to receive the appropriate award only after completing one full year at a District high school in which the grade requirements (as outlined above) are met. A student must complete the academic letter application and return it to the campus counseling center by the designated date. A student may receive only one jacket during their high school career. Students must be currently enrolled to receive a jacket or a letter.

Dual Credit Courses – Grade Points

Students taking dual credit courses will receive grade points according to the following:

- Dual credit courses taught off of the high school campus receive level grade points commensurate with the grade earned;
- Dual credit required academic core courses taught on the high school campus receive the maximum grade points available for the grade earned;
- All other courses will be awarded level grade points with the exception of College Algebra and Spanish, which will receive "honors" grade points.

Grades from Other Countries

Foreign transcripts will be evaluated in the following manner:

- Transcripts from American or International schools with grading systems equivalent to the District's will be transcribed as any other domestic transcript;
- Transcripts that reflect grading systems dissimilar to the District's will be evaluated and grades of "P" or "F" will be awarded. These grades will not be assigned grade points nor computed in the student's GPA;

- For those records coming from countries who administer examinations rather than award course grades, course curriculum will be evaluated, examination grades noted, and “P’s” or “F’s” recorded for equivalent courses on the receiving campus.

Grades from Virtual Learning or Campus Computer-Generated Courses

Students taking courses on the virtual learning computer program (Edgenuity) to recover a semester (or more) credit for a course previously failed, will be awarded a numeric grade and level grade points for that virtual learning course. Students not finishing a virtual learning course by the designated deadline will receive a “WF” (“Withdrawn Failing”) and zero grade points for the course. In special circumstances a course may be taken as a first-time offering on a virtual learning program. Courses taken through a virtual learning environment may not satisfy core course requirements for NCAA. Students should visit with their school counselor prior to enrollment in these courses.

High School Credit Awarded Through Average of Two-Semester Grades

High school students failing the fall semester of a two-semester course, but who pass the spring semester of that course, shall receive credit for both semesters when the average of the two semesters of the course is at least 70. Students who pass the fall semester but fail the spring semester must repeat the spring semester of the course. Students passing the fall semester of a math or course for a language other than English (LOTE), but failing the spring semester, must repeat the spring semester in an approved summer school earning a passing grade, or repeat the entire course the following school year (taking the fall semester for no credit) earning a passing grade of 70 or better for the spring semester. Grades may only be averaged if the second semester immediately follows the first, as part of a one-credit offering. Subsequent grades in the second semester of the course will not be averaged. Summer school grades will not be averaged with grades awarded during the regular school year.

Repeated Courses’ Effect on Grade Points

Grades in repeated courses will not replace the original grades, nor will grade points be changed if credit has already been earned. The fall semester of a course in which the student needs the spring semester for credit is one example of this situation. Students must pass each grading period to maintain eligibility for extracurricular activities for any course in which he/she is enrolled. When a student fails a course, zero grade points will be calculated into the student’s GPA. Upon repeating the course and achieving a passing grade, the student will receive the grade credit and grade points toward the GPA; however, “F” and zero grade points remain on the transcript and are included in calculating the GPA for that student.

Retroactive Awarding of Credit for Language Other than English

Credit for sequenced courses for languages other than English (LOTEs) may be given retroactively for first-time credit according to the following:

- A student is recognized, through evaluation/assessment, as having prior knowledge and skills in a LOTE;
- Based on the evaluation/assessment, the student is placed in the appropriate level of the LOTE course;
- Credit for levels I and/or II will be awarded retroactively when a student earns a grade of 70 or above in the next successive level of the same language;

- A grade of “P” (proficiency), for which graduation credit shall be awarded, shall be placed on the transcript for the appropriate level or levels of the language;
- Credit for the course(s) shall not be included in the calculation of the student’s Grade Point Average (GPA). However, if the student chooses to take Credit by Examination with Prior Instruction (see above), the numeric grade earned on the examination shall be placed on the student’s transcript and the grade shall be included in the calculation of the GPA using level grade points.

This provision is not meant to recover failing grades.

Grades & Grading Cheating and Plagiarism

Cheating includes giving or receiving information or help on a test; possession of unauthorized information during a test; copying another student’s assignment or knowingly allowing another student to copy an assignment; completing a test/quiz on behalf of another student; unauthorized possession of test/quiz questions/answers, or; submitting duplicate work for individual assignments. Plagiarism is representing another person’s ideas, work or writing as one’s own (including the unauthorized use of artificial intelligence (AI) such as ChatGPT). Any student involved in cheating or plagiarism will be assigned academic penalties, which could include a grade of zero, and disciplinary consequences in accordance with the Student Code of Conduct.

Final Examination Exemptions

The decision to allow examination exemptions is a campus decision. Any questions regarding examination exemptions should be directed to the student’s campus.

Grade Reporting for Grades 7-12

Report cards and progress reports are available electronically through the Home Access Center. Report cards are typically available within 5 to 7 days following the end of each grading period. Progress reports to parents are sent at the end of the third, sixth, twelfth, and fifteenth weeks of each semester. The state allows parents to electronically sign for report cards and progress reports. If a progress report indicates your child is failing or near failing, or has had a significant drop in performance, please contact the teacher for more specific information regarding your child’s progress. For information about setting up a Home Access Center account please see the District’s Website at [Resources for Parents](#).

Grading Guidelines

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

- the minimum number of assignments, projects, and examinations required for each grading period;
- how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- circumstances under which a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade;
- procedures for a student to follow after an absence; and
- academic consequences for academic dishonesty, including cheating and copying the work of another student, plagiarism, including the unauthorized use of Artificial Intelligence (AI), such as ChatGPT, and unauthorized communication between students during an examination.

Grading Guidelines for PK-6

In prekindergarten, through second grade, students are graded using a standards-based report card. Students in grades 3-6 receive numerical grades in English Language Arts, Mathematics, Social Studies, and Science. In grades 5 and 6, homework accounts for one cumulative daily grade.

Elementary grade weights vary by grade level. Homework may account for one cumulative daily grade. Grades are weighted as follows:

- **Grades 3 & 4** – 75% daily grades, 25% major grades
- **Grades 5 & 6** – 50% daily grades, 50% major grades

Students in grades 5 & 6 receive numerical grades for each subject in school, including Fine Arts and Physical Education. Grade weights are daily work 50% and major grades 50%.

In grades 3-6 if a student receives a failing grade on either a daily or major grade, an opportunity may be provided to redo the assignment or retake the test depending on a number of factors including, but not limited to the student's grade level, the content area, and the nature of the assignment or test. Campuses, grade levels, or teachers will notify students when there is an opportunity to redo an assignment or retake a test.

At the mid-point of a nine-weeks grading period, the teacher will provide a notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70, whose grade average is deemed borderline by the teacher, or whose grade average indicates a significant drop in achievement. If a child transfers from another school in Conroe ISD, the report card will reflect an average of the grades from the previous school and the new school. Report cards are sent home with each student at the end of each grading period. Parents should review these carefully and discuss them with their child in a positive manner. If a parent has concerns regarding their child's progress, an appointment with campus staff should be made.

Progress reports will be sent home during the mid-point of each marking period as communicated by each school. Progress reports are a good indication of a child's academic achievement. The parent or teacher may request a parent/teacher conference if progress report grades indicate an academic and/or behavioral concern.

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 [EIA \(LOCAL\)](#). 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.

Homework

Homework is routinely required of students as assigned by the teacher. The purpose of homework is to provide reinforcement, extra practice and supplement classroom instruction. Homework also fosters the development of good study habits, a practice that is critically important for students who are planning to pursue advanced educational opportunities. It is also to develop the use of independent research skills and to extend time for completing unfinished work. Parents in K-6 may expect the following guidelines for determining how much time their child will be spending on homework for all subjects combined:

- Kindergarten – 10 minutes
- 1st – 10 minutes
- 2nd – 20 minutes
- 3rd – 30 minutes

- 4th – 40 minutes
- 5th – 50 minutes
- 6th – 60 minutes

The amount of time a child spends on homework varies for each child. Parents can help their child by providing a quiet place, free of distractions, and with the necessary supplies. Occasionally some activities require more time than a child usually spends on assignments. Homework may not be assigned daily in all subjects, but reinforcement and practice are encouraged. Parents may visit the website of their child's teachers for updates regarding homework.

Electives for fifth and sixth graders, such as band and orchestra, require practice time each week. This practice time is not included in the recommended amount of homework for each grade level.

Parent Teacher Communication

Conferences with school staff and parents are highly encouraged. The District will provide opportunities for at least two in-person conferences during each school year, one in the fall and one in the spring, for each parent of a child enrolled in the District with the child's teachers. All conferences should focus on ways to assist each student to realize their full potential. Please reach out to your child's teachers to schedule these conferences. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period, or before or after school. Close, frequent communication between home and school is of great value to all concerned.

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject will be issued at the end of each quarter.

At the midpoint of each marking period as communicated by each school, parents will receive a progress report of their child's performance for every course/subject area. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be asked to schedule a conference with the teacher.

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

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

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

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

Re-teaching/Re-testing

Re-teaching is an integral part of good instruction. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When teachers identify students who do not understand the concepts presented, either by formal or informal assessment, they will select re-teaching activities that present the content in a new or different learning modality. When a student receives a failing grade on test, a retest may be given.

Promotion and Retention

A student will be promoted only based on academic achievement or demonstrated proficiency. In making promotion decisions, the District will consider the recommendation of the student's teacher, grades, scores received on any criterion-referenced or state-mandated assessments, and any other necessary academic information as determined by the District.

A student in grades 1-2 will be advanced a grade level based on mastery of 70 percent of the listed skills on the standards-based report card.

A student in grades 3-6 will be advanced a grade level based on an overall average of 70 for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

A student in grades 7-8 will be advanced a grade level based on an overall average of 70 for all subject areas and a grade of 70 or above in English, mathematics, and either science or social studies.

A student in grades 3-8 is required to be assessed at least once in high school with the ACT or SAT if the student completes the EOC assessments in mathematics, reading/language arts or science prior to high school.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. Students will also have multiple opportunities to retake EOC assessments.

Repeating Prekindergarten-Grade 8 at Parent Request

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

Questions Regarding Grades

Grades are closed nine weeks after the end of any course. This allows parents and students ample time to request a grade review. (Due to summer schedules, questions may be submitted for grades earned during the final grading period until August 1 of the same calendar year.) Since high school grade changes affect GPA, and ultimately student rankings, it is very important to take care of these matters in a timely fashion.

Summer School

Summer school courses are generally offered for remediation. However, some first-time credit opportunities are available. These courses are subject to student interest and availability. Grades in all summer courses will apply to eligibility for extracurricular activities. A summer school grade will not be averaged with the first semester grade of a two-semester course. High school summer courses taken by entering ninth graders who have successfully completed eighth grade and high school summer courses taken by all other high school students will count toward the student's GPA. Students should

consult the National Collegiate Athletics Association (NCAA) as to whether these courses count for core Grade Point Average. Students are charged a fee for summer school courses.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student needs additional targeted assistance to achieve mastery in state-developed essential knowledge and skills.

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](#), schools 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 school days on which the class is offered. Under state law, students with grades below 70 for a reporting period are required to attend tutorial services.

Tutoring is generally available during the week either before or after school. Students should check with each teacher to determine the tutoring schedule for a particular class.

Graduation

Graduation Programs/Plans

Foundation Graduation Program

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

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

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

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

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

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

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

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

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

The 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. See the campus counselor for more information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits Foundation Graduation Program	Number of Credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in Health	.5 credit in Health
Electives	5.5	5.5
Miscellaneous		Available Endorsements****: Science, Technology, Engineering and Math, Business and Industry, Public Services, Arts and Humanities, Multidisciplinary
Total	23 credits	25 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted 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 four mathematics credits.

** 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.

*** 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 in elementary school. 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.

**** A student must specify upon entering grade 9 the endorsement (Science, technology, engineering, and mathematics –STEM; Business and industry; Public service; Arts and humanities; or, Multidisciplinary studies) he or she wishes to pursue.

Review of Graduation Plan

The school will review personal graduation plan options with all students entering grade 9 and their parents. Before the end of grade 9, students and their 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. Students may, with parental permission, amend their 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. Please be aware that not all courses are offered at every secondary campus in the District. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the District will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Attendance for Special Needs Students

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

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

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

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

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.

Class Rank

In addition to determining class rank at the end of 10th grade, high school rank for students seeking admission to a college or university or applying for scholarships based on their class rank is determined and reported as follows:

- Class rank shall be calculated at the end of the eleventh grade, beginning of the twelfth grade, middle of the twelfth grade, and finally at the end of the third nine weeks of the senior year in order for graduation honors to be determined by the date of graduation.
- The top ten percent of a high school class shall not contain more than 10.0 percent of the total class size.
- The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
- Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate. Transfer students will become eligible to be included in the class rankings as soon as transfer grades are received entered, and grade-point averages calculated.

Early Graduation

Students who wish to graduate in three years should declare their intention to do so with their designated school counselor by the end of their sophomore year. Early graduates must complete graduation requirements for the Foundation High School Plan with Endorsements.

The Texas First Early High School Completion Program allows public high school students who demonstrate early readiness for college to graduate early from high school. Parents and students should contact their school counselor for further details.

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 student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or the first semester of the senior year.

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 specific communication skills required by the State Board of Education;
- Complete and submit a free application for federal student aid (FAFSA) or Texas application for state financial aid (FAFSA), or satisfy an authorized exception; and
- Except as exempted by law, complete the direct-admissions program election per Texas Education Code § 28.0257.

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
- 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 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 or at times of the year outside normal school operations.

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.

Participation in Student Activities

Participation in school-sponsored activities is a privilege, not a right. Eligibility for participation in student activities is determined by conduct, attendance, and academic progress. Eligibility for initial and continuing participation in many of these activities is governed by state law and The University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or musical activity governed by UIL, the student and parent are expected to know and follow the [rules of the UIL organization](#).

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 from the student's campus for student clubs. State law prohibits the District from authorizing or sponsoring a student club based on sexual orientation or gender identity.

Academic Requirements

Academic eligibility rules apply to all athletic teams, all UIL and vocational competitions, band, drill team, cheerleading, and all school-sponsored clubs and organizations. Students not meeting the established grade and/or conduct requirements may not participate in any of these activities even though that activity would not require the student to miss any class time.

To be eligible to participate during the first six-week grading period of the school year, students must have been promoted to the next grade level or have accumulated the required number of credits toward graduation to participate. Generally, during all subsequent grading periods, a student who receives a grade below 70 at the end of a

nine-week grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

Students enrolled in AP, honors, dual credit or advanced courses designated by the district who receive a grade below 70 may apply for a waiver to be eligible if the student meets all of the following criteria:

- The course(s) that are being waived are on the pre-established District list (AP and Dual Credit);
- The student has earned at least a grade of 60 in the course;
- The student is requesting waivers in no more than two courses; and
- The student has demonstrated a level of sufficient effort to master the curriculum as determined by the principal and/or teacher.

A student will remain ineligible until the campus principal acts upon the waiver request. The decision of the campus principal is final.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- The ineligibility from extracurricular activities becomes effective seven days after the last day of the grading period during which the grade lower than 70 was earned.

Students will regain their eligibility and be allowed to participate in extracurricular activities seven days after the end of any three week grading/ progress reporting period in which the student earns a grade of 70 or above in all courses or subjects.

For the purpose of determining whether a student may participate in an extracurricular activity on the evening of a school day, the student must be in attendance at school for at least half of the day. The principal or designee may make exceptions to this rule. There may be additional and/or more stringent campus requirements for participation.

Participation in Athletics & Other Physical Activities

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including: athletics, marching band, JROTC, color guard, cheerleading, and drill team. This examination must be submitted to the District annually. 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 that their physician perform an electrocardiogram (ECG or EKG) to screen for such disorders during their annual physical examination. See the UIL's explanation of sudden cardiac arrest ([Sudden Cardiac Death — Health & Safety — University Interscholastic League \(UIL\) \(uilitexas.org\)](#)) for more information. Costs for such a screening and physical examination are borne by the student.

Non-Academic Requirements for Participation in Student Activities

Students are required to comply with any standards or additional codes of conduct for the group or groups in which the student participates that has rules of conduct and consequences for behavior that are stricter than those for students in general. If a violation committed by a student is both a violation of the District's Student Code of Conduct and the additional standards required for participation in an organization/activity, the consequences specified by the school shall apply in addition to any consequences specified by the student organization/activity.

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 unless the activity's coach or sponsor has made an exception with principal approval.

Extracurricular trips by bands, choirs, drill teams, cheerleaders or other approved student groups are, for the most part, not funded by the District. Participation by a student in these activities is voluntary and could require the student and/or his family to participate in fundraising activities or make payment toward funding of a trip or activity. Failure or refusal to participate in fundraising activities or to provide required funds could result in the student not being able to attend or participate in the activity.

Off-Campus Physical Education Program Guidelines

Students may obtain physical education credits through participation in private programs. The District does not endorse any private program or the quality of its instruction or instructors. Inclusion of any program on the District's off-campus P.E. list merely means that the facility has completed required paperwork and made representations to the District that they will provide the required instruction. Students wanting to participate in a private program to obtain physical education credit must meet the following criteria: :

Individual Activities

- Must be an Olympic-type activity;
- Student and facility must be registered with the office of the Coordinator of Health and PE prior to the student's participation in the program and within the established time frames;
- In order to receive .5 credit, the student must complete the entire 18-week (one semester) program. If a student quits an off-campus PE program in which he/she was being released early from school (Category I), he/she must be scheduled into the campus PE program;
- Two different programs cannot be combined to satisfy time requirements;
- Students may not change programs without campus approval;
- Students may not participate in programs for off-campus PE credit if there is an extracurricular option available in the school.

Team Sports

- No Physical Education credit will be given for participation in a team sport for which Conroe ISD fields a UIL team;
- Physical Education credit will be given for participation in nonUIL activities on campuses which sanction a club in that activity. Examples are lacrosse, ice hockey, field hockey, and roller hockey. In order for a club to be sanctioned:
 - It must be approved by the campus principal;
 - It must have an adult sponsor/coach from the campus faculty;
 - Students must comply with participation requirements as set forth by the "No Pass, No Play" rule and the UIL. 2

The private physical education program is coordinated and monitored through the office of the Coordinator of Health and PE.

Physical Activities Which May Substitute for Physical Education

Students participating in the following activities may receive physical education credit for their participation:

- Athletics – 4 credits
- Drill Team – 1 credit maximum
- Cheerleading – 1 credit maximum
- Approved Off-Campus Programs, such as ice skating, which receive CISD approval (See below)
- Junior ROTC
- Marching Band - 1 credit maximum

Progress Reports & Eligibility Dates for UIL Participation

Please see the District's website for this information.

[Conroe ISD Calendars](#).

Student Safety

Student safety in extracurricular activities is a priority of the District. The equipment used in football is no exception. As a parent, you are entitled to review the District's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, contact the curriculum division of the Texas Education Agency at (512)-463-9581).

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration. The District will not restrict a student's participation in required recess or curriculum-based physical activity in grades K–5, or required physical-education activity in grades 6–8, as punishment for academic performance or behavior.

Standardized Testing STAAR Tests

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 will take state-mandated assessments, 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 students receiving special education services who meet certain state-established criteria, as determined by the student's ARD committee. STAAR Spanish is available for students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the District will provide accelerated instruction for the student.

For a student who does not perform satisfactorily on the math, reading or science assessment, the District will develop an educational plan for accelerated instruction to enable the student to

perform at the appropriate grade level by the conclusion of the next school year. The District will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may request that the District consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available, and/or file a grievance or complaint regarding the content or implementation of the ALCs educational plan. See [Complaints](#) on the District's website.

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

For a student who does not perform satisfactorily on a state mandated examination, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a student who is determined by the District to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals; address the parent's educational expectations for the student, and; outline an intensive instruction program for the student. 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.

STAAR (*State of Texas Assessments of Academic Readiness*)

Grades 7–8: 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 grade 7 and 8
- Reading, annually in grades 7 and 8
- Science in grade 8
- Social Studies in grade 8

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the District will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

If a student in grade 8 is enrolled in a class or course intended for students above the student's current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which the student is enrolled unless otherwise required to do so by federal law.

A student in grade 8 shall be assessed at least once in high school with the ACT or SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

A Personal Graduation Plan (PGP) will be prepared for any student who did not perform satisfactorily on a state-mandated examination. School officials will also develop a PGP for a student who is determined by the District to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other things, 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 school 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.

End-of-Course (EOC) Assessments for Students in Grades 9–12

STAAR end-of-course (EOC) assessments will be administered in Algebra I, English I and II, Biology, and United States History.

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

There are three testing windows during the year in which students take EOC assessments. Testing windows occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the District will provide accelerated instruction and additional opportunities for the student to retake the assessment.

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

STAAR and EOC assessments are administered electronically.

A student's parent, guardian, 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 should be made to the campus principal and will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

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

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

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on STAAR or EOC

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

- Assigning the student to a teacher who is certified as a master,

exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or

- Providing supplemental instruction.

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

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

Campus Rules & Regulations

General Campus Regulations

Automobiles and Parking Permits

Student parking at campuses is a privilege not a right. Students will be required to complete a safe school driving course as a condition for obtaining a parking permit. Parking privileges are for students registered at the campus the student attends. Each campus may charge a parking fee. If a student's parking privilege is suspended temporarily or permanently, no part of the parking fee will be refunded. Any student having his or her vehicle booted during the school year may be fined and/or have his or her parking privilege suspended. Each high school will provide more detailed information regarding parking at the student's campus.

Applicability of School Rules

The Board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus — during remote and in-person instruction, and on District vehicles and outlines consequences for violation of these standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. During 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.

Conduct

Conduct Before and After School

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

Disruption of School Operations

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator. Disruption of classes or other school activities while on or within 500 feet of district property includes:
- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

Distribution of Materials

Publications prepared by and for the District may be posted or distributed with prior approval by the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. School newspapers and yearbooks are available to students. All student school publications are under the supervision of a teacher, sponsor or principal.

Student Non-school Materials: Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten 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 will designate a location for approved non-school materials to be placed for voluntary viewing by students. (See policies at [FNAA](#).)

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.

Non-student Non-school Materials: No person or group will circulate, distribute, or post on any District premises any 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 comply with the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal 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.

Each campus has a designated location for approved non-school materials to be placed for voluntary viewing or collection. Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy [GKD \(LOCAL\)](#) or a non-curriculum related student group meeting held in accordance with [FNAB \(LOCAL\)](#).

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

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

Dress and Grooming

Each campus' dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, and maintain a positive learning environment. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the school will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. If not corrected, the student will 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 or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

K-6 Dress Code Expectations

The District prohibits pictures, emblems, or writings on clothing that are any of the following: lewd, violent, suggestive, offensive, vulgar or obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under [FNCF \(LEGAL\)](#). Halter-tops, muscle shirts, and spaghetti-straps tops are not permitted unless covered by another shirt. Midriff shirts, or shirts exposing the midsection of the body, are not permitted. Makeup/cosmetics may not be worn or applied at school. Hair and hairstyle cannot create a distraction. Students must ensure that all undergarments are covered. Students who choose to wear shorts to school must wear them at fingertip length when the student rests his/her arms at his/her side. Flip flops, slippers, or backless shoes may not be worn during P.E. classes. Shorts may be worn under dresses. Dresses and skirts should be appropriate length (fingertip) and tights should accompany shorter dresses, skirts or shorts. If students wear leggings, the shirt must cover their backside. If wearing jeans with rips/holes, please ensure the holes are knee-level and below. Students may not wear costumes or costume pieces to school, unless pre-approved by a teacher for a specific project. Students may not wear clothes that cause a distraction. Nothing in this section shall be construed as a ban on a protected hairstyle or a necessary accommodation as determined by a student's ARD or Section 504 committee.

Extracurricular Codes of Conduct

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

Field Trips

The District periodically takes students on field trips for education purposes. A parent must provide permission for a student to participate in a field trip. The District may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing

for emergency medical treatment in the case of a student accident or illness during the field trip. The District may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The District is not responsible for refunding fees paid directly to a third-party vendor.

Food at School Functions

The United States Department of Agriculture has established guidelines for all foods served during the school day. These guidelines are referred to as SmartSnacks. See [USDA Smart Snacks in School](#). Exceptions to the SmartSnacks guidelines are allowed for up to four school-wide events, including celebrations and holiday parties during the school year, which are pre-approved by school administration. Due to allergy, safety, and sanitation issues, any food items served during the school day must be store bought items and served using food safe gloves. If parents do not want their child to consume these food items, they should notify their child's teacher in writing by September 1 of each school year. Students with allergy or dietary restrictions must be given the opportunity to bring or be provided an alternative safe food item and be included in the celebration. Field trips are exempt from the guidelines as are birthday celebrations. Birthday treats must be served after lunch in a designated area.

Fundraising

Student clubs or classes and/or parent groups, including booster clubs, may be permitted to conduct fund-raising activities for approved school purposes. Requests for permission must be made to the campus principal at least 10 days before the event. Funds collected by student organizations must be processed through the campus activity account and deposited with the campus financial clerk on the day they are collected. Disbursement of collected funds must be by the financial clerk with written approval of the campus principal or his or her designee.

Parent organizations and booster clubs must conduct their fundraising efforts without the use of students. If students are involved in the fundraising activity, the money earned from the fundraiser must be deposited in the campus student activity account.

A campus may establish a fund-raising calendar so that the number of fund-raising activities will be spread out over the entire school year. Campuses may also establish additional guidelines limiting the number or type of fundraisers that may be conducted each school year. Fundraisers may not last longer than a two-week period. All student and parent groups are limited to two major fundraisers per school year.

Except as approved by the Assistant Superintendent, fundraising by outside, non-school related groups is not permitted on school property.

Library Materials

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. Parents

may request from a campus principal the catalog of available library materials at each school library. A parent may submit to the District a list of library materials that their student may not be allowed to check out or otherwise access for use outside of the school library by submitting the Library Book Access form, found [here](#).

A parent who wants access to the school's library or any available online catalog, including records of their child's checked out library materials, should submit a request to the 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.

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 contacting the campus librarian or another administrator or by submitting a form available on the District's website: [CISD Request for Reconsideration](#).

For more information, see [EFB\(LOCAL\)](#).

Lost and Found

Each campus has a "lost and found" for items misplaced by students. If a student loses an item at school, the student should check to see if the item is in the "lost and found." The campus will dispose of "lost and found" items at the end of each semester. The District is not responsible for lost or stolen items.

Parent Conferences

Parents are encouraged to call the school counselors' office to arrange for a parent-teacher conference. The District will provide opportunities for at least two in-person conferences during each school year, one in the fall and one in the spring, for each parent of a child enrolled in the District with the child's teachers. Please contact your child's teachers to schedule these conferences. Unscheduled visits may not result in a conference with the teacher due to the teacher having other duties or commitments. The parent or guardian can leave his or her name and contact information and the teacher will respond. Teachers are only able to meet during their conference period and before or after school unless special arrangements have been made. Appointments to meet with staff should be made at least 24 hours in advance. This allows the teacher to be adequately prepared for the conference. Parents must report to the front office and sign in before proceeding to the conference.

Parent/Teacher Organizations

Elementary and intermediate schools may have a parent-faculty/teacher organization. Meeting times and dates vary with each campus. Check the school's website or newsletter for more information.

Public Displays of Affection

Public displays of affection are not allowed.

Student Elected Positions

Some campuses may hold elections to elect certain student leaders and to select students for student honor positions. Students must meet the criteria for the particular organization. Students should contact the faculty sponsor for information regarding the criteria.

Student Email/Student Google Apps for Education

The District assigns each student an email account and a Google Apps for Education account. These accounts are used for school related projects and to teach students communication skills, collaboration

and digital citizenship. Students are able to view an email directory for all students in the District. If a parent does not want their student to be listed in the student email directory, their student will not be assigned a District email account. Parents will need to notify the campus principal in writing if they wish to delete their student's District email account.

Student Fees

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

- Materials for a class project that the student will keep
- Membership dues in voluntary clubs or student organizations
- Admission fees to extracurricular activities
- Security deposits
- Personal physical education and athletic equipment and apparel
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District
- Personal apparel used in extracurricular activities that becomes the property of the student
- Parking fees and student identification cards
- Fees for lost, damaged or overdue library books
- Fees for driver training courses, if offered
- Fees for optional courses offered for credit that require use of facilities not available on District premises
- Summer school for courses that are offered tuition-free during the regular school year
- In some cases, a fee for a virtual or hybrid course.
- A reasonable fee for transportation to a student who lives within two miles of the school.
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a District-provided request form.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal.

Student Personal Transportation to and from Campus

To ensure the safety of our students, staff, and families during peak arrival and dismissal times, please be aware of our updated campus transportation guidelines. Students may ride bicycles, scooters, e-bikes, electric scooters, and other personal modes of transportation to and from school based on compliance with all applicable laws set forth by the State for age, licensing requirements, and suitability for use within the community.

Except for students who hold the appropriate class of license and have their vehicle registered with the District, the following bikes/scooters are prohibited as they can only be used on public roads and not sidewalks:

- Moped/motor scooter - requires a license and registration (can only be used on public roads)
- Electric motorcycle - requires a license and registration (can only be used on public roads)
- Electric dirt bike/Pit bike - not street legal, only off-road use

Regardless of the approved device type or class, all devices, including bicycles, scooters, e-bikes, electric scooters, and other personal modes of transportation, **must be walked from the edge of the school property to the designated bike racks.** Riding any personal mode of transportation on campus grounds or surrounding sidewalks is strictly prohibited to keep our busy pathways safe for everyone.

Our schools do recommend that parents play an active role in how students are traveling to school, and review the path of travel including intersections to assure the safest path for their child. We recommend that parents cover safety guidelines while traveling to school to assure they in the safest atmosphere possible:

- Be aware of your surrounding at all times
- Stop at all intersections and assure it is safe prior to crossing a roadway
- Pay attention to busy intersections and the speed of vehicles on the roads
- Walk through intersections (even with a mode of transportation that is not walking) to assure safety.

Additionally, students are responsible for securing their personal transportation upon arrival. All bicycles, scooters, e-bikes, electric scooters, and related equipment must be locked securely by the student at the bike racks during the school day. Please note that the school and district are not responsible for any lost, damaged, or stolen items. We appreciate your cooperation in reviewing these safety procedures with your child/ren to help keep our campuses safe and organized.

Technology

District-Owned Technology & Network

District owned computer technology for instructional purposes may be issued to individual students. Use of these resources, including the District's network systems and equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these District resources. Additionally, students will be permitted to use District computers and to appropriately access the Internet only if the student and/or the parent sign the Computer Acceptable Use Guidelines (See Appendix). Violation of these agreements may result in withdrawal of privileges and other disciplinary action. Students and parents should be aware that e-mail to and from District computers is not private and may be monitored by District staff.

Possession and Use of Personal Communications Devices

Personal communications devices (i.e. telephones, cell phones, tablets, smart watches, radios, pagers, etc.) may be used respectfully and responsibly before and after school but cannot be used while on District property during the instructional day (start of the first class period until the end of the last class period), including hallways, offices, restrooms, locker rooms etc. During the instructional day, personal communications devices are required to be set to silent mode and kept in the area designated by school staff (e.g., backpacks, cell phone caddy, or lockers). If a student leaves the classroom or other area during instructional time, the student's cell phone will remain in the designated storage area.

Personal communications devices shall not be used to take pictures or audio or video recordings on the school bus, in locker rooms and restroom areas. These items are also prohibited if used to cheat, audio/video record, or photograph another student or staff member without that person's permission, or when the use creates a disruption.

A student who uses a personal communications device or any other item contrary to campus or District rules will have the device confiscated. Confiscated devices that are not retrieved by the student or student's parent following the notice prescribed by [FNCE\(LOCAL\)](#) will be disposed of after the notice required by law. Any disciplinary action will be in accordance with the Student Code of Conduct and Extracurricular Code of Conduct. The District is not responsible for any damaged, lost, or stolen personal communications devices, or other items.

Students are prohibited from sending or posting 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 if it results in a substantial disruption to the educational environment. In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. Any person using a personal communication device in a district building during the instructional day as prohibited or taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and Extracurricular Code of Conduct and may, in certain circumstances, be reported to law enforcement. If a personal communications device is believed to contain illegal material or data, the device will be turned over to law enforcement as required by state law.

Permissible Use of Personal Communications Devices

Students may not use personal electronic devices for non-instructional purposes during the instructional day. The District may not permit use of prohibited personal communication devices except as required by law. Exceptions to the bar on the use of personal communications devices exist when necessary to implement a student's IEP, 504 Plan, or similar plan; based on need as documented by a qualified physician directive or as necessary to comply with a health or safety requirement imposed by law or the district's safety protocols.

Acceptable Use of District Technology Resources

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

Students have access to a variety of technology through the District, including online applications for use on or off campus. Resources such as online encyclopedias, instructional videos, interactive tutorials, and many other applications offer teachers, students, and families an unprecedented variety of tools to enhance effective teaching and learning. All websites, digital subscriptions, and technology tools made available to students through the District have been vetted by District staff for quality and appropriateness, online security, and data privacy. The specific resources available to a student will depend on the student's age and grade level. Additionally, the District contracts with certain providers of online educational services to provide District services and functions, including essential instructional and logistical programs such as the District's online grade book and the online lunch account management system. Where personally identifiable student information is implicated, service providers act as District officials and access only the information needed to perform the contracted service. These outside parties are under the District's

direct control with respect to the use and maintenance of student data.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition 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. In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. This type of behavior may constitute bullying or harassment, as well as possibly impede future endeavors of a student. Parents are encouraged to review with their students the [‘Before You Text’ Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology. If a device is believed to contain illegal contraband, the device will be turned over to law enforcement as required by state law. The device will not be returned to the student or parent until the illegal contraband is removed from the device. This could take a substantial amount of time, particularly if the device is considered evidence of a crime.

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

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.

Each campus will provide more detailed information regarding the possession and use of cellular telephones and other electronic devices.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The District selects instructional materials in accordance with state law and District Policy [EFA](#). The District provides approved instructional materials to students free of charge for each subject or class, with the exception of some college credit courses taught at some high school campuses. Any parent that has a concern about any instructional material should contact the campus principal.

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

Books must be encased in a protective covering 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 textbook or item of technological equipment should immediately report the damage to the teacher. Any student who does not make such a report and returns a textbook or item of technological equipment in a damaged condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the student, parent, or guardian. However, a student will be provided the necessary instructional materials and technological equipment for use at school during the school day.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other vaporizing device, while on school property or while attending an off campus school-related or school-sanctioned activity. Vape detectors are located on campuses throughout the District. 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 or school-sanctioned activity.

The District and its staff strictly enforce prohibitions against the use of all nicotine products, e-cigarettes, or any other vaporizing device by students and all others on school property and at school-sanctioned and school-related activities. Possession of certain vaping substances is a criminal offense and can result in a student's arrest and will result in assignment to the Disciplinary Alternative Education Program (DAEP).

Transportation for 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 principal, however, may 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.

Use of School Facilities

Use by Students Before and After 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 the activity gives permission, a student will not be permitted to go to another area of the building or campus. Students must leave campus immediately, after dismissal from school in the afternoon, unless involved in an activity under the supervision of a teacher or other authorized employee or adult.

Video/Pictures on Social Media

Parents and other visitors to District schools are not authorized to take pictures or record video or audio of any student without authorization from campus staff.

Voter Registration

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main office of the student's school.

Safety & Security

Anonymous Alerts and Kid Chat

Anonymous Alerts is a reporting mobile app that helps combat bullying and other safety issues by giving students a way to report these types of concerns anonymously and quickly.

The District's police department also provides an anonymous and confidential 24-hour phone line – 1-888-Kid Chat (543-2428) – to receive information relating to criminal offenses such as drugs, weapons, fighting, bullying, and other crimes or fears of possible crimes occurring at school. Kid Chat is affiliated with the Montgomery County Crime Stoppers Program.

Campus Behavior Coordinator

Campus administrators serve as campus behavior coordinators to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus administrator is available on each school's website at conroeisd.net.

Child Abuse, Neglect, Trafficking and Other Maltreatment of Children

The District has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at conroeisd.net/page/academic-accountability. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to report: Anyone who suspects that a child may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS) at 1-800-252-5400 or at Texas Abuse Hotline.

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

Physical Abuse: Possible Warning signs of physical abuse include:

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

Sexual Abuse: Possible warning signs of sexual abuse include:

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. (See Dating Violence, Discrimination, Harassment, and Retaliation 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 overaggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect: Possible warning signs of neglect include:

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

Description and Warning Signs of Trafficking: Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or 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, although traffickers frequently make contact with 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 romantic partners. Additional warning signs of labor trafficking in children include: being unpaid, paid very little, or paid only through tips; being employed but not having a school-authorized work permit; being employed and having a work permit but clearly working outside the permitted hours for students; owing a large debt and being unable to pay it off; not being allowed breaks at work or being subjected to excessively long work hours; being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss; not being in control of his or her own money; living with an employer or having an employer listed as a student's caregiver, and; a desire to quit a job but not being allowed to do so.

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

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

programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, [Programs Available in Your County](#). Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children: The following websites might help parents become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Texas Human Trafficking Resource Center](#)
- [U.S. Department of Justice: Human Trafficking](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

CPR and Traumatic Injury Training

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

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

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

Deliveries to School

The delivery of food, flowers, balloons, etc. to students at school is not permitted. However, if a student forgets a lunch, an assignment or project, or money to pay dues or fines, deliveries may be made to the front office for the student to pick up during the school day. Class instruction will not be interrupted to deliver items or messages to students, unless an emergency, as deemed by the school administrator, exists. All deliveries are subject to search at the discretion of the campus administrator.

Emergency Medical Treatment and Information

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

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

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

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

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

Gang-Free Zones (All Grade Levels)

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

Notification of Law Violations

The District is required by state law to notify:

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

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

Outdoor Safety

The District monitors the heat index to determine if it is safe for students to participate in outdoor activities. Students are encouraged to drink plenty of fluids at home and at school during the hotter months of the school year. Staff members are trained to recognize the symptoms of heat stress. Those symptoms are extreme sweating or lack of sweating; paleness; muscle cramps; fatigue and weakness; dizziness; headache; nausea and vomiting; rapid pulse rate; shallow, fast breathing; and fainting. Students exhibiting these symptoms will be taken to the school nurse or athletic trainer. Students are kept indoors if there is a threat of thunderstorms and lightning.

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 accessible to students or fail to take steps that a reasonable person would take to prevent the access to a readily dischargeable firearm by a child, including but not limited to placing a firearm in a locked container or temporarily rendering the firearm inoperable by a trigger lock or other means. Under the Penal Code, a person commits a criminal offense for 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.

Preparedness Drills, Evacuations, Severe Weather, and Other Emergencies

The District will rely on contact information provided by the parent to communicate in an emergency situation. An emergency situation could 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. Parents must remember that it is crucial to

notify their child's school when a phone number previously provided to the District has changed.

From time to time, students, teachers, and other District employees will participate in preparedness drills of emergency procedure. 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. The District will ensure that students with access and functional needs will have equal access to safety during such an emergency situation.

Questioning of Students

To maintain a safe and orderly environment, school officials may question students in appropriate circumstances including the investigation of a disciplinary incident or other matter, without notification to the student's parent. A student may also be requested by a school official to provide a written statement. A school district is not required to contact a parent before questioning a student or obtaining a written statement from a student. In the narrow context of school discipline, students generally have no claim to the right not to incriminate themselves. School officials will notify parents when their child is involved in a serious disciplinary infraction and when there is a serious health or safety concern involving their child.

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will verify and record the identity of the officer and reasonably cooperate regarding the conditions of the interview. If the questioning or interview is part of a child-abuse or neglect investigation, the District will cooperate as required by law, including without parental consent when necessary. In other circumstances, the principal or designee will ordinarily make reasonable efforts to notify the student's parent unless the interviewer raises an objection that the principal or designee determines to be legally valid. The principal or another administrator will ordinarily be present during the questioning or interview unless the interviewer raises an objection that the principal or designee determines to be legally valid. Nothing in this provision limits any constitutional or statutory right applicable to a student who is questioned by law enforcement or taken into custody.

Non-School Related Investigations: the District and school personnel will reasonably cooperate with outside law enforcement agencies (non CISD police officers) and/or other legal authorities who are acting in conjunction with a valid subpoena, court order, warrant, or directive to apprehend, or who has indicated an intent to take a student into custody and remove the student from campus for an investigation regarding a non-school-related matter under Texas Family Code Section 52.01. Absent one of these provisions, however, an outside law enforcement officer or official may interview a student at school only under the following circumstances:

- The principal has viewed and verified the identity of the officer or other authority, and has requested and received an explanation of the necessity for questioning the student during school hours.
- Unless the law enforcement officer or other authority raises what the principal or other administrator considers a valid objection, the administrator shall make reasonable efforts to contact the student's parent(s) and obtain parental permission for the interview.
- Reasonable efforts are made to interview the student out of the view of other students and in the presence of an administrator.

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 requirements 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 Ethan Barton, Executive Director of Information Systems, ebarton@conroeisd.net.

Searches and Investigations

In the interest of promoting student safety and drug free schools, District officials may occasionally conduct searches and investigations. School 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 students by law enforcement officials, see Law Enforcement Agencies.]. School officials may conduct searches of students, their belongings, and their vehicles in accordance with applicable law and District policy. Searches of students will be conducted without discrimination, based on reasonable suspicion, voluntary consent, or pursuant to District policy providing for suspicionless security procedures with the use of metal detectors, and will be reasonable related in scope to the reason for the search.

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 school official may conduct a search in accordance with law and District regulations.

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in District property and are responsible for any item found in District property that has been provided to the student that is prohibited by law, District policy, or the Student Code of Conduct.

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

Students assigned to the District's Disciplinary Alternative Education Program (DAEP) are searched on a daily basis upon entering the facility.

Electronic Devices: Use of District-owned equipment and its network systems is not private and will be monitored by the District. Any searches of personal telecommunications or other 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.

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

Student Insurance

Student insurance is available to all students. The District acts as a service agent only, and is not responsible for claims resulting from student injuries. Parents will have the opportunity to purchase low cost accident insurance that will help in meeting medical expenses for school related injuries to their child. Student insurance may be purchased at any time. Parents may contact the District's athletic director at 936-709-7888 if they have questions about student insurance.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody under the following circumstances:

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

Before a student is released to a law enforcement officer or other legally authorized person, the 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 principal or their designee will immediately notify the Superintendent or his designee

and the campus behavior coordinator, principal, or other designee will promptly attempt to notify the parent.. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Trained Dogs

The District will use trained dogs to screen for concealed prohibited items, including drugs, weapons, and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dog will not be used to search students, but students may be asked to leave personal belongings in an area that is going to be screened, such as classrooms, common areas, lockers, or vehicles. If a dog alerts on an item or area, school officials may search it.

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 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.

Appeals regarding refusal or entry or ejection from District property may be filed in accordance with [FNG \(LOCAL\)](#) or [GF \(Local\)](#).

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. School administrators will review the video and audio recordings routinely and document student misconduct. Discipline will be issued in accordance with the Student Code of Conduct.

State law permits the school to make video or voice recordings of students without parental permission when the video or voice recording relates to classroom instruction (including staff development, improving instruction or providing student or teacher feedback), co-curricular or extracurricular activities; promoting student safety, and media coverage of the school. In other circumstances, the District will obtain written parental consent before making a video or voice recording of your child.

In addition, state law allows 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, to make a written request for the District to place video and audio recording equipment in certain special education classrooms. The District will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. Any such recording made will not be continually monitored and will be accessed or used only as authorized by law.

For questions or to request installation, please speak directly with the principal, or Legal Department, who has been designated by the District to coordinate the implementation of and compliance with this law.

Parents and visitors to any District 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 another school official.

Visitors to the School

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 campus' main office and comply with the District's policies and procedures. If requested by a District employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the District. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on District property may be ejected from District property.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment. Typically, approved visits to the classroom can be no more than 30 minutes.

Visitors Participating in Special Programs for Students Business, Civic, and Youth Groups

The District may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

The District appreciates the efforts of its volunteers. Each campus has a volunteer program and campus contact. The District encourages involvement by parents in their child's education as a school volunteer. For the safety of students, all volunteers must complete an application that includes a criminal history background check prior to volunteering or working with students. The background check is confidential and is processed through the CISD Department of Human Resources. The following link will provide more information about volunteering in CISD: conroeisd.net/page/get-involved. If the District cannot obtain a criminal history record for a volunteer, the volunteer may still be able to volunteer in places, such as the workroom, but will not be able to supervise or work with students, have access to student information, or serve as a mentor.

District Information Bullying

The District strives to prevent bullying, in accordance with the District's policies by promoting a respectful school climate; 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, 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 a 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 the student; materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of 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 a 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, assault, demands for money, confinement, 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 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 campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. Procedures for reporting allegations of bullying may be found on the [District's website](#).

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 alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying through Anonymous Alerts or by calling Kid Chat hotline 1-888-Kid Chat (543-2428).

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other

action may be taken even if the conduct did not meet the definition of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

A student found to have engaged in bullying may be transferred to another classroom at the campus. In consultation with the student's parents, the Board may transfer the student 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 also request a transfer to another classroom or campus within the District. A copy of the District's bullying policy is available in the principal's office and on the District's website and is included at the end of the Handbook in the appendix. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy [FNG \(LOCAL\)](#).

Hazing

Hazing is defined as an intentional, knowing, or reckless act occurring on or off campus by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization that endangers the mental or physical health or safety of a student if the act meets the elements in Education Code 37.151, including:

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

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

Dating Violence, Discrimination, Harassment, and Retaliation

Students learn best in an environment free from dating violence, discrimination, harassment, and retaliation. 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, age, 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.

[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. 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 otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; putdowns; threats to hurt the student, the student's family members or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or coercing 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-relationship-violence-en.pdf](https://www.texasattorneygeneral.gov/recognizing-relationship-violence-en.pdf) ([texasattorneygeneral.gov](https://www.texasattorneygeneral.gov)), and [CDC Teen Dating Violence](https://www.cdc.gov/teen-dating-violence/)

Discrimination: Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, gender, sex, national origin, age, disability, or any other basis prohibited by law.

Harassment: Harassment, in general terms, is conduct 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; substantially interferes with the student's academic performance; or otherwise adversely affects the student's educational opportunities.

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 and Sex-Based Harassment: Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited. 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. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and District employees are prohibited, even if consensual.

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.

Retaliation: Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also

prohibited. A person who makes a false claim or offers a false statement or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishment or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, bullying, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other District employee. The report may be made by the student's parent. See policy [FFH \(LOCAL\)](#) for the 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. If the 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

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, bullying, and retaliation, will be promptly investigated. To the extent possible, the District will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. If law enforcement or another 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. Where required by law, the District will provide the parties written notice of the delay or extension and the reasons for it.

During the course of 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 or corrective action will be taken to address the conduct. The District may take disciplinary 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 Family 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 \(LOCAL\)](#).

District-Level Staff and Contact Numbers (See Appendix)

Emergency School Closings and Openings

Should weather conditions require schools to be closed or to open late, notice will be broadcast over major radio, TV stations, the District's website, electronic communication to families, and social media. Please utilize these resources rather than calling the District or school for information. Weather related decisions are usually not made until shortly before 6:00 a.m. since conditions that make roads hazardous may moderate overnight. If weather conditions worsen after buses have begun their scheduled runs, schools will operate on a regular schedule unless utility or weather conditions make the building unsafe. If the campus must close or restrict access to the building because of an emergency, the District will alert the community in the following ways: electronic communication, postings, or social media.

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

Nondiscrimination Statement

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

In accordance with Title IX, the District does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II. The District's nondiscrimination policy and grievance procedures are in the [FFH](#) series of policies in the District Policy Manual.

The District has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment: Tamika Taylor, Asst. Superintendent of Student Support Services, 3205 W. Davis, Conroe, TX 77304, 936-709-7752, TitleIX@conroeisd.net. Reports can be made at any time 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 Board Policy [FFH \(LOCAL\)](#).

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator, Dr. Kendra Wiggins at 3205 W. Davis, Conroe, TX 77304, 936-709-7752. For all other concerns regarding discrimination, see the campus principal.

Pledges of Allegiance and Minute of Silence

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

Posters, Signs, and Advertisements Related to Non-District Activities

The posting of any signs, posters or other commercial advertisements relating to activities not connected with the Conroe Independent School District is not permitted. This applies to buses as well as buildings, parking lots or any other area on the school campus. The principal or assistant principal must approve any poster, sign, or advertisement before it can be displayed. For additional information please see Local Board policies [FNAA](#) and [GKDA](#) which are available online through the District's website under [Compliance](#).

Prayer

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

Returned Checks

In the event that a check written to any Conroe ISD campus, cafeteria, or District office is returned unpaid by the bank, Conroe ISD or its agent (Envision) will redeposit the check electronically. Additionally, payment in this manner suggests understanding and agreement that the District may electronically collect a returned check fee of \$30.00 plus applicable sales tax. The use of a check for payment constitutes acknowledgment and acceptance of this policy and its terms. Envision may be contacted via telephone by dialing 877-290-5490.

Health Hazard Regulation Aerosols

Students should not bring aerosol spray containers to school.

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 for each of its buildings is available in the administrative offices at each of the District's campuses and other facilities. If a parent has any questions or would like to examine the District's plan in more detail, they can contact the designated Asbestos Coordinator in the District's Maintenance and Custodial Department at 936-592-8897.

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 environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Should a parent have any questions about the District's pest management program or wish to be notified in advance of pesticide applications they may contact the IPM Coordinator at 936-709-8753.

District Services

Child Nutrition Services

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. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The District may share 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. Participating students will be offered the same meal options as their peers and will not be treated differently from the peers. Applications for free and reduced-price meal service are available online at www.myschoolapps.com. Applications may be filled out anytime during the school year. Approval is based on federal guidelines. For more information, please call 936-709-8197.

The school cafeteria offers nutritious, appetizing meals daily. Students may select from a variety of menu and a la carte choices. All campuses are equipped with computerized point-of-sale stations where students enter their student ID number, for access to their accounts. Photo IDs are used at the point of sale to identify the student. Meals and a la carte purchases are recorded in the computer. The prices for student meals are \$2.00 for breakfast and \$3.20 for lunch. The prices for non-students and second meals are \$3.50 for breakfast and \$5.25 for lunch.

Parents are encouraged to prepay for their child's meals or a la carte purchases.

- Cash should be sent or taken to the school in a sealed envelope with the child's name and student ID number on it;
- Check prepayments must be made payable to the CISD Child Nutrition Department. Checks must have the driver's license number and date of birth of the signee. Both the check and envelope should have the child's name, student ID number, and grade to ensure crediting to the proper account. Checks are verified by Envision. Checks returned for any reason will be charged a \$30 processing fee. After a check has been returned due to non-payment, the cafeteria will no longer accept checks for payment;
- Temporary checks and counter checks will not be accepted;
- Credit or debit card payments can be made by going to the [My School Bucks webpage](#). Access to this site may also be found on the [Child Nutrition webpage](#).

Board Policy CO (Local) Food and Nutrition Management: permits students to charge meals for no more than 15-school days. Below are the recommended guidelines to follow when students have insufficient funds and/or exceed the 15-day charge limit:

Students in grades 7-12

- When a student's account has a negative balance, once per week, the parent will receive notification by email and through Parent Access that their student has insufficient funds in their meal account.

- After 10-days of charges, the Child Nutrition Manager will refer the matter to the campus administration.
- Campus administration/counselors will contact the parent, verify the parent is aware of the situation, offer the school lunch program application, or other community resources, and help the parent finalize a plan to replenish the student's account and clear all charges.
- Once the student has reached the 15-day charge limit no meals will be provided until the account is replenished, a payment plan has been initiated, or due to extenuating circumstances there is a campus administrative override to allow additional charges.

Delivery of food to students from outside vendors is not permitted. Parents cannot provide food for students other than their own.

Students may not leave campus during lunch. All students, during their lunch period, must be in the cafeteria or other designated area by the time the tardy bell rings at the beginning of each lunch period. Students are expected to help keep the eating areas as clean as possible. Students who misbehave in the cafeteria may receive disciplinary consequences.

No students are permitted at their lockers or in the parking lots during lunch periods without a pass from an administrator. All food must be consumed in the cafeteria or areas designated for eating and drinking. No food may be consumed in other areas of the campus.

The District follows the Federal Smart Snacks Nutrition Guidelines for foods being served or sold on school premises during the school day. Please visit the [Child Nutrition website](#) for more information.

The following information is published as required by the USDA for participation in the National School Lunch Program: "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: usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **Fax:** (833) 256-1665 or (202) 690-7442; or
3. **Email:** Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture, texasagriculture.gov/home/contact-us, which can be reached at (800) TELL-TDA (835- 5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the District. See [Nondiscrimination Statement](#) for the name and contact information

for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination

Special Dietary Needs

If due to a life threatening medical condition or a requirement of a student's IEP or Section 504 plan a student requires a food substitution, the student's parent, in conjunction with the student's physician, must complete and submit to the school nurse a [Meal Substitution Request Form](#). This form is available at each campus in the nurse's office.

Health Services

The District is required to provide written notice of each health-care and health-related service offered at a student's campus before the first instructional day of each school year. A parent may withhold consent for or decline a health-care or health-related service. Each school campus has a health clinic with trained personnel to care for students. Any information regarding a student's health condition or any health concerns should be communicated to the campus nurse.

Student Illness: When a child is ill, parents should contact the school to let them know their student will not be attending that day. It is important to remember that schools must exclude students with certain illnesses or communicable or infectious diseases for periods of time as identified in state rules. (See below.) For example, if a child has a fever of 100 degrees or higher, they must stay out of school until they are 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. A full list of conditions for which the school must exclude children can be obtained from the school nurse or online on the [TDSHS webpage](#).

If a student becomes ill or injured during the school day, they must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent. The District is also required to report certain contagious diseases or illnesses to the Texas Department of State Health Services (TDSHS) or the local health authority. The school nurse can provide information from TDSHS on these notifiable conditions. Parents can contact the school nurse if they have questions or are concerned about whether or not their child should stay at home.

In the case of an emergency requiring the care of a physician and school staff are unable to contact the parent or the person(s) designated as an emergency contact, school officials will determine what steps will be taken to protect the health of the child, including calling 911 and transporting the child to a medical facility. Note that the District has no financial responsibility for the emergency care or transportation of a child.

Suicide Awareness, Substance Abuse Prevention and Intervention, and Mental Health Support

The District has implemented programs to address mental health, behavioral health, and substance abuse concerns including, mental health promotion and early intervention; building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making; substance abuse prevention and intervention; suicide prevention, intervention, and postvention (interventions after a suicide in a community); grief, trauma, and trauma-informed care; positive behavior interventions and supports; positive youth development; and safe, supportive, and positive school climates.

The District has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The school counselor will notify a parent within a reasonable amount of time if a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. 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 child's school counselor for further information.

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

A District employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner.

Unless required under state or federal law, a District employee will not conduct a psychological or psychiatric examination, test, screening, or treatment, without obtaining prior written parental consent. The District will not provide mental health care service to a student as part of the District's intervention procedures without prior written parental consent unless permitted by law.

Communicable or Infectious Diseases

To prevent and minimize local outbreaks of contagious disease, parents should keep children who have an illness that can be spread from person to person at home, and CISD school nurses will exclude students with symptoms of a communicable illness from school attendance. If a parent suspects that their child has a communicable or contagious disease, the parent should contact the school nurse or campus principal. The school nurse can provide information from the Texas Department of State Health Services regarding these diseases.

In accordance with 25 Tex. Admin. Code § 97.7, the school administrator shall exclude from attendance any child having or suspected of having a communicable disease designated by the Commissioner of Health ("Commissioner") as cause for exclusion until one of the criteria listed in subsection (c) of this section is fulfilled.

- (c) Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:
- (1) submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-communicability in a school setting
 - (2) submitting a permit for readmission issued by a local health authority; or
 - (3) meeting [readmission criteria](#) as established by the Commissioner of Health.

The following is a list of conditions that are common communicable diseases and infections along with their specific requirements for readmission to school:

- **Chicken Pox (Varicella):** Incubation period is 2-3 weeks. Fever and vesicular rash over the body. Excluded from school until

final eruption of rash is dry and scabbed over, no new lesions in 24 hours, and fever free for 24 hours without the use of fever reducing medications.

- **COVID-19:** Incubation period is up to 14 days. Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. Excluded from school until fever free for 24 hours without the use of fever reducing medication.
- **Fifth's Disease (erythema infectiosum):** Incubation period is 4-20 days. Redness noted to both cheeks and smooth "lacy" rash appears over the body. Fever usually does not occur. Exclude student from school until fever free for 24 hours without the use of fever reducing medications.
- **Impetigo:** Incubation period is usually 4-10 days. Open blisters on skin generally covered with yellowish crust. Fever does not usually occur. Exclude from school if blisters and drainage cannot be contained and maintained in a clean dry bandage.
- **Infectious Hepatitis:** Incubation period can be 15-50 days. Type A Hepatitis has an abrupt onset with fever, malaise, anorexia, nausea, vomiting, abdominal pain, jaundice (yellowing of skin) and dark urine. Excluded from school until the physician allows the student to return.
- **Measles:** Incubation period is 7-14 days. A blotchy red rash with a runny nose, watery eyes, fever and cough. Excluded from school until 4 days after onset of rash. Serological evidence is required for diagnosis.
- **Rubella:** Incubation period is 14-23 days. Cold like symptoms. Swollen, tender glands at the back of the neck. Changeable pink rash on face and chest. Excluded from school seven days from onset of rash. Serological evidence is required for diagnosis.
- **Mumps:** Incubation period is 12-25 days. Acute swelling over the jaw and in front of one or both ears. Excluded from school five days from onset of symptoms. Serological evidence is required for diagnosis.
- **Pertussis (Whooping Cough):** Incubation period is 4-21 days (usually 7-10 days). Cold like symptoms and mild cough. Coughing worsens and may cause vomiting and "whooping" sound. Exclude until completion of five consecutive days of appropriate antibiotic therapy.
- **Conjunctivitis (pink eye):** Red itching eyes accompanied by crusting and discharge. Exclude from school until symptom free, treatment is started or physician permission.
- **Ringworm (scalp-body):** Incubation is 4-21 days. Flat scaly, ringshaped lesions located anywhere on the body or scalp. Balding in the lesions will be noted if located on the scalp. No exclusion if infected area(s) can be completely covered by clothing or a bandage, otherwise excluded until treatment has begun.
- **Streptococcal Infection (strep-throat):** Incubation period 1-3 days. Fever, sore throat, often large tender lymph nodes on neck. Scarlet fever produces strains present with a fine red rash 1-3 days after sore throat. Exclude from school until after 24 hours of effective antibiotic treatment and fever free for 24 hours without the use of fever suppressing medications.
- **Scabies:** Small mite that burrows under the skin causing fine red bumps or blisters on skin accompanied by severe itching. Excluded from school until treatment was given.

Staphylococcal Infections: This is most commonly seen as an infection on the skin. It has the appearance of an insect bite with signs of infection such as redness, tenderness, and drainage. Physician evaluation is usually required to care for this infection. The physician indicates when the student may return to school. Recently there has been an increase in the number of infections caused by

Methicillin Resistant Staphylococcus Aureus (MRSA). This is a strain of bacteria resistant to many antibiotics. This can occur with any break in the skin however this infection can appear as a bump (boil) with redness, swelling, pain and difficulty healing. A doctor can determine a MRSA infection by culturing the wound. It is very important to obtain and complete medical care with this infection.

Head Lice

Head lice is very common among children. Although not an illness or disease, it spreads easily through head-to-head contact during play, sports, and when students share things like brushes, combs, hats and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Parents may also wish to consult their healthcare provider for effective treatment options. After the student has undergone a treatment, the parent should contact 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 lice from returning. More information on head lice can be obtained from the [TDSHS Web Site](#).

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

Bacterial Meningitis

Please see the [District's website for information regarding meningitis](#). Entering college students must show, upon entry, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education.

Health Related Resources, Policies, and Procedures

Physical and Mental Health Resources: Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources: The District's Health Services Department at 936-709-7757; School Counseling Department at 936-709-7846; the nurse or school counselor on your child's campus; the Montgomery County Public Health District at 936- 523-0540; or Tri-County Behavioral Healthcare at 1-800-550-8408.

Policies and Procedures that Promote Student Physical and Mental Health: The District has adopted policies that promote student physical and mental health. Local policies on the topics below can be found in the District's policy manual, available at the central administration office and [online](#).

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

FFH series of policies

- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the District's strategies to improve student performance through evidence-based practices that address physical and mental health. The District's Improvement Plan can be found [here](#).

Crutches and Wheelchairs

Students who require the temporary use of crutches or a wheelchair at school should notify the school nurse so that any necessary assistance or health and safety planning can be arranged. The District will not require a physician's order merely as a condition for a student with a mobility disability to use a wheelchair, crutches, or another manually powered mobility aid.

Emergencies and Illness at School

An electronic Student Health Information Form should be completed by the parent for each child at the beginning of the school year. This form allows parents to list any medical conditions, allergies, medications, or additional health concerns for their students, and should be filled out every year to provide the most up-to-date information. The form also allows for parents to provide emergency contact information for themselves or a person they designate to be contacted if needed. If a parent needs to update the information on the form at another time during the year, they should contact the school nurse.

If, in the judgement of the nurse or other appropriate school staff, emergency transportation is required, a call will be made to 911. In the case of an emergency requiring the care of a physician and school staff are unable to contact the parent or the person(s) designated as the emergency contact, school officials will determine what steps will be taken to protect the health of the child, including calling 911 and transporting the child to a medical facility. Note that the District has no financial responsibility for the emergency care or transportation of a child.

Food Allergies

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 for Anaphylaxis* found on the DSHS website at [Guidelines for the Care of Students with Food Allergies \(texas.gov\)](#). The District's plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food 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 food allergy management plan can be accessed in the nurse's office at each campus.

Parents should notify the District when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions 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 and inform them of any known food allergy or as soon as possible after any diagnosis of a food allergy.

Insect Repellent & Sunscreen

Concerned parents are strongly encouraged to use an insect repellent on their child before they leave for school, especially young children

who may have difficulty applying the repellent safely. Conroe 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 repellent for use by their child. For safety reasons, pump spray repellents are discouraged and should not be used indoors. No aerosols are allowed for safety reasons. Parents should label insect repellent containers with the student's name. Insect repellent products should be stored away when not in use, such as in totes, lockers, or backpacks.

Students may also possess and use an FDA approved sunscreen. District staff will not apply or provide this sunscreen. For safety reasons, students may not possess aerosol sunscreen; pump spray sunscreen is discouraged and not allowed for use indoors.

Medicine at School

The District encourages parents to administer medication at home before and/or after school whenever possible. Any medication that will be administered at school must be brought to school and picked up by a parent or designated adult. When the student is withdrawn or before the last day of school, the parent must make arrangements to pick up the medication from school. Any unclaimed medications will be safely discarded in accordance with state and federal guidelines.

To administer prescription or non-prescription medication at school, the school must receive a written and dated request from the parent or legal guardian. The medication must be in the original container and properly labeled. Only the guidelines printed on the container will be followed unless a physician order is present. Additional guidelines for medication to be administered at school are:

- All medication must be kept in the clinic during the school day.
- Except as provided by District Policy [FFAC \(LOCAL\)](#), the District shall not purchase medication to administer to a student. However, the District may stock medication for emergency situations including, but not limited to, opioid antagonists.
- The school nurse is authorized to train other school employees to administer medication to a student during school hours and for off-campus school-sponsored activities.
- Over-the-counter medication dosage must not exceed the dose recommendation listed on the bottle. Exception: If the student's physician, dentist or orthodontist has directed a certain dosage to be given that is greater than that recommended on the bottle, a written order will need to be included with the written permission from the parent.
- The use of "sample" medication from the physician, dentist, or orthodontist must have signed written instructions from that doctor accompanied by the parent's written permission.
- Students may not transport medication on the school bus with the exception of asthma, anaphylaxis, and diabetes medications with physician's orders.
- Medication required "daily", or "twice a day", should be administered at home. Many "three times a day" orders should also be given at home unless the doctor requests a specific time during the school day.
- A record of each medication given at school is maintained in the clinic.
- Students who have asthma or are at risk for anaphylaxis may carry an inhaler or anaphylaxis medication to be used when needed. A letter from the physician with complete instructions for use of the inhaler or anaphylaxis medication and permission for the student to carry the inhaler or anaphylaxis medication must be provided. It is strongly recommended that a spare inhaler or anaphylaxis medication be kept in the clinic for emergencies.
- Students with diabetes will provide a Diabetes Management

Plan developed by the physician and parents. The campus nurse will consult with the student and family to develop an Individual Health Plan for the school year. In accordance with a student's Individual Health Plan for management of diabetes, a student will be permitted to possess and use monitoring and treatment supplies and equipment while at school or a school-related activity. See the school nurse for information.

- The Texas Nurse Practice Act allows registered nurses to refuse to administer medications anytime the nurse believes the medication is contra-indicated for the student.

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 employees at each campus to administer an opioid antagonist, such as Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

Physical Fitness Assessment

Annually, the District will conduct a physical fitness assessment of students in grades 3-12 enrolled in a PE or PE alternative class. This assessment is called a FITNESSGRAM. The results of your child's FITNESSGRAM can be viewed through the Parent Portal at the end of the school year.

School Health Advisory Council (SHAC)

During the preceding school year, the District's School Health Advisory Council (SHAC) held five (5) meetings. Additional information regarding the District's SHAC is available on the District's website. [School Health Advisory Council – Conroe ISD](#)

Notification of upcoming SHAC meetings will be posted at each campus' administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the District's website at the above address.

Screenings

Health Services, under the guidelines of the Texas Department of State Health Services, provides a screening program for vision and hearing for all new students and grades Pre-K, K, 1st, 3rd, 5th, and 7th. Additionally, during the school year, all students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature. The requirement, adopted by the Texas Department of State Health Services, helps identify adolescents with abnormal spinal curvature and refers 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. If a parent would prefer to have this done by their physician, the parent will need to send the student's results to the school nurse. Other areas which may be screened are growth and development (height and weight), dental, blood pressures (fourth grade) and pediculosis (head lice).

Seizures

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 (tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

Steroids

State law prohibits the possession, dispensing, delivery, or administering of an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. 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.

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the District has developed a board-adopted wellness policy at [FFA \(LOCAL\)](#) and corresponding plans and procedures to implement it. For questions about the content or implementation of the District's wellness policy and plan, please refer to this link:

[School Health Advisory Council – Conroe ISD](#)

A Student with Exceptionalities or Special Circumstances

Emergent Bilingual Students

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service animal because of the student's disability and who wants the service animal to accompany the student to school should notify the campus so that appropriate arrangements may be coordinated. The District will not require certification, documentation, or advance approval as a condition for an ADA-defined service animal to accompany a student. The District may make only the inquiries permitted by law. The District may develop an implementation plan, but the plan may not delay or condition the service animal's lawful access to school or District transportation. An animal that is not an ADA-defined service animal but is requested as a disability accommodation may be considered through the District's applicable accommodation process.

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

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

A student who is currently 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 school year. The District will assess the student's available records to determine transfer credit for courses taken before the student's enrollment in the District. The District will award partial course credit when the student only passes one-half of a two-half course.

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

If a student in grade 11 or 12 transfers to another district, but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Please contact the District's Foster Care Liaison at 936-709-7831 for more information.

In addition, for a student in the conservatorship of the state who is eligible for a college tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the District will assist the student with the completion of any applications for admission or for financial aid; arrange and accompany the student on campus visits; assist in researching and applying for private or institution-sponsored scholarships; identify whether the student is a candidate for appointment to a military academy; assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by DFPS; and coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

A Student Who is Homeless

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

A student who is homeless will be provided flexibility regarding certain District provisions including: proof of residency requirements; immunization requirements; educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness; credit-by-examination opportunities; assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrolling in the District; the award of partial credit (when a student passes only one half of a two half course); eligibility requirements for participation in extracurricular activities; and graduation requirements.

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/she meets the criteria to graduate from the previous district. Federal law also allows a homeless student 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.

A student or parent who is dissatisfied by the District's eligibility, school selection, or enrollment decision may appeal through policy [FNG \(LOCAL\)](#). For more information, please contact the District's Homeless Liaison at [Special Populations – Conroe ISD](#).

Aiding 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 and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Responsive Intervention (RI). The implementation of RI has the potential to have a positive impact on the ability of Districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents may use the links 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time by contacting:

Noreene Rivera, Director of Special Education at 936-709-7694 or email at nrivera@conroeisd.net

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

- [Legal Framework for the Child-Centered Special Education Program](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Special Education Referrals

A parent has the right to request a special education evaluation at any time. It is best to submit this request in writing to the school's principal or to the school district's special education director. If the child is pre-school age and not yet enrolled in school, send the letter to Dr. Kendra Wiggins, Executive Director, Special Services at kmwiggins@conroeisd.net.

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an 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 a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school District or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice, 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.

If the District decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. 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.

In an exception to the 45 school-day timeline, if a District receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the District must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the District or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Additional information regarding the Special Education Referral process can be found on the District website at [Conroe ISD](#) under Special Education.

Students with Physical or Mental Impairments Protected under Section 504

A child 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 with disabilities. When an evaluation is requested, a committee will be formed to determine if the child 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.

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Kendra Wiggins, Executive Director, Special Services, District 504 Coordinator at (936)-709-8148. See [FB \(LEGAL\)](#).

Additional information regarding the 504 process can be found on the District website at: [Special Education Services](#).

Section 504 Referrals

Each school District or charter school must have standards and procedures in place for the evaluation and placement of students in the District's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas state library and archives Commission's Talking Book Program, which provides audio books free of charge to qualifying Texans with visual, physical, or reading disabilities.

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

- [Legal Framework for the Child-Centered Special Education Program](#)

- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

NOTIFICATION TO PARENTS OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENTS IN GENERAL EDUCATION

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

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

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

Texas Driving with Disability Program

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

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

A Student Who Speaks a Primary Language Other than English

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

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

Transportation Services

The District makes school bus transportation available to all students. Students are eligible for transportation to and from school if they reside more than one (1) mile from the campus or are on an approved designated hazardous route. Bus service is a privilege and a student may lose this privilege for engaging in misconduct, subject to a student's rights under the IDEA and Section 504 of the Rehabilitation Act. Bus related disciplinary issues are addressed by the campus. Students may not ride another bus except in emergencies and must have a campus administrator complete the Transportation Emergency

Request form and give a copy to the school bus driver. Students must provide the campus administration with a signed note from the student's parent giving permission for the transportation change and another signed note from the parent of the student with whom the child is to go home. The campus administration will verify the request and give the school bus driver a completed Transportation Emergency Request form if the change is approved. All students who regularly ride a school bus must ride their bus home unless they have written permission from their parents or the parent has called the school office stating that the child will be picked up after school. Bus service is provided at no cost to students. Bus routes and any subsequent changes are posted on the District's web site at www.conroeisd.net. A parent may also designate a childcare facility or grandparent's residence as the regular pick-up and dropoff location for his/her child if the designated facility or residence is on an approved stop on an approved route. For further information contact the campus or the Transportation Department at 936-709- 7940 and select the appropriate transportation center.

Parents can check the Transportation - Conroe ISD website to see what bus their child(ren) rides and for bus stop locations. Transportation personnel can be contacted Monday-Friday from 5:30 a.m. - 6 p.m. After regular Transportation Center hours, call Cisd Police Dispatch at 936.709.8911 with any concerns regarding their child's arrival home from school.

SMART Tag™

The District uses SMART Tags™, a system which allows parents to track when and where their students have gotten on or off of school buses, as well as improving student safety. More information regarding SMART Tags™ can be found here: [SMART tag™ Student ID Badges](#).

Student Conduct on School Buses

It is important, for the safety of everyone, that students conduct themselves in a safe and orderly manner on the school bus every day. The bus driver is responsible for order and safety on the bus. Rules for appropriate conduct are distributed at the beginning of each school year to all students. If it becomes necessary, after verbal warnings, the driver will write and submit an electronic referral to a transportation supervisor. Once approved, the electronic referral, known as a Bus Safety Referral Guidelines and Consequences form, is sent to a campus administrator and consequences are documented in the student's education record. The campus administration is responsible for determining the appropriate disciplinary action for violation of the bus transportation rules. Serious offenses will be dealt with immediately and may result in immediate suspension of bus riding privileges. The following standards are established for the benefit and safety of all students:

- Follow all school rules and bus rules and driver/monitor instructions. Use inside voice and appropriate language.
- The use of nicotine in any form or of any vaping device will not be permitted on buses.
- No eating, drinking or gum chewing (water in a clear bottle is acceptable)
- Stay in the assigned seat, keeping the aisle clear. Fasten their seatbelts, if available.
- No objects will be thrown from the bus or on the bus.
- Students shall not fight or engage in horseplay on the bus.
- Students must stand back from the edge of the road or curb.
- Students will depart at their regular stop only. Departure from the bus at any other stop must be requested in writing, signed by the parent and approved by a campus administrator.
- Students must arrive at the bus stop five minutes early.

- Students will only ride their assigned bus home, unless they have received an approved exception. (See above.)
- Do not damage the bus. A student found to have defaced or damaged the bus will be required to reimburse the District for the cost of repairs.
- A student may be removed from the bus for misconduct only by a campus administrator
- Enter and leave the bus in an orderly manner at the designated stop.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.
- Band instruments too large to be placed under the seats may not be transported.

Failure to obey the rules may result in a loss of bus riding privileges.

Parental Rights

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

Consent, Opt-out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, including mental health education, screening, questionnaires or health services, or treatment without obtaining prior written parental consent unless permitted by law.

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

Consent to Human Sexuality Introduction Instruction Annual Notification

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

Topics covered in human sexuality instruction include: (1) physical, intellectual, emotional, and social changes associated with puberty, (2) hormone changes, (3) reproductive systems, (4) menstrual cycle, (5) abstinence and its challenges, (6) conception including in-vitro fertilization, (7) pregnancy including prenatal development and complications, (8) childbirth, (9) descriptions and symptoms of bacterial, protozoan and viral sexually transmitted infections including chlamydia, gonorrhea, syphilis, trichomoniasis, herpes, HPV, and HIV and (10) other pregnancy prevention methods.

Instruction is given during the fall and spring semesters as a part of the 18-week [Health I](#) course. For further information, see the District's human sexuality instruction website at conroeisd.net/page/health-physical-education.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the District's website at the location indicated above.
- Remove his or her child from any part of 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.
- Use the District's grievance procedure concerning a complaint. Information about how to file a complaint can be found on the District's website. See [FNG \(LOCAL\)](#).

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

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

Consent Before Human Sexuality Instruction

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

Consent 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 in junior high school and high school 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.

Topics covered in the instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking include: definitions, examples, and signs of (1) abuse such as physical, emotional/mental, financial, and sexual, (2) family violence including neglect, child (physical and sexual), sibling, and elder abuse, (3) dating violence and (4) human (labor and sex) trafficking, (5) sexual violence including harassment and assault, rape, as well as, how to prevent and report violence.

Instruction is given during the fall and spring semesters as a part of the 18-week Health I course.

For further information, see the district's abuse prevention instruction website at conroeisd.net/page/health-physical-education.

In accordance with state law, a parent may:

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

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 without obtaining prior written parental consent, except as otherwise 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 campus counselor will notify the student's parents within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provides information about available counseling options.

The district has established procedures for staff to notify the campus counselor regarding a student who may need intervention as well as re-entry procedures for any student who has been absent from school for an extended period.

The mental health liaison can be reached at:

Taylor Bart, Professional Mental Health Specialist
3205 W. Davis St., Conroe, TX 77304
tbart@conroeisd.net
936-709-7922

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

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes: artwork, special projects, photographs, original videos or voice recordings, and other original works.

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

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

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

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

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

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

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

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

Limiting Electronic Communications between Students and District Employees

Teachers and other approved employees are permitted by the District to use electronic communication with students within the scope of the individual's professional responsibilities, as described by District guidelines.

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

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

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

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

Student Records Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including home 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.

In providing a phone number, a parent or guardian consents to receiving information through a wireless or landline. The District or

campus may generate automated or pre-recorded messages, text messages, or real-time phone or email communication that are closely related to the school's mission and specific to the child, the child's school, or the District. Should there be any change in home address, telephone numbers, email addresses or emergency contact information, please notify the student's campus immediately. Note that the standard messaging rates of the carrier will apply. Parents that do not wish to receive such communications, should notify their child's principal.

HOME ACCESS CENTER

Home Access Center (HAC) is a free program available to all CISD parents/guardians that allows viewing of helpful information regarding student attendance, report cards, progress reports, standardized test results, and discipline. To access this service, parents must have a valid e-mail address. All parents are strongly encouraged to sign up for HAC by visiting the District's website at [Resources for Parents](#).

Directory Information

The Family Educational Rights and Privacy Act, or FERPA, allows the District to disclose appropriately designated "directory information" from a student's education record without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. 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 publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student's name and photograph posted on a District-approved and managed social media platform; and the names and grade levels of students submitted by the District to a local newspaper or other community publication to recognize academic achievement.

The District has designated the following information as "directory information": Parent(s) name, parent email, student name, student email, address, telephone numbers, photograph, school the student attends, current grade level, degrees/honors/awards, participation in officially recognized activities and sports, and height/weight of an athlete.

This "directory information" will be released only for the purposes and to the parties set out below that follow the procedures for requesting it. The release of a student's directory information to these groups may be prevented by the parent or eligible student. This objection can be made by completing and submitting the form found on the [District's website](#) or in the school's main office. The form should be returned to the campus within ten school days of the child's first day of this school year. Once a request has been made to make directory information private, the records will remain private until a written request from the parent or eligible student to remove the privacy flag has been received by the District.

The Conroe Independent School District will only release directory information regarding its students to:

- Military recruiters;
- Accredited colleges or institutions of higher learning; and
- Groups that are affiliated with the District and need such information to provide education services to students or the District (school photographers, PTO/PTA, booster clubs, Big Brothers & Big Sisters, District consultants such as Branching Minds), vendors such as Naviance, advisors, colleges and universities that have agreements with the District and the like).

Virtually all other information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Inspection and release of student records is restricted to an eligible student or student's parents unless the school receives a copy of a court order terminating parental rights or the right of access to a student's education records. A parent's rights regarding access to student records are not affected by a parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria: reaches 18, is emancipated by a court, or enrolls in a post-secondary institution. However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances when there is a threat to the health or safety of the student or other individuals.

FERPA permits disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records. "Legitimate educational interest" may include: working with a student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; or investigating or evaluating programs. School officials may include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, District police officers, attorney, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, school resource officer, Communities in Schools staff, or volunteer); a third party vendor that offers online programs or software (such as Naviance); a person appointed to serve on a team to support the District's safe and supportive school program; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. FERPA also permits the disclosure of personally identifiable information without written consent to:

- Authorized representatives of various governmental agencies including juvenile service providers, the U.S. Comptroller General's Office, the U.S. Attorney's Office, the U.S. Secretary of Education, The U.S. Secretary of Agriculture's office, the Texas Education Agency, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives;
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled;
- Individuals or entities granted access in response to a subpoena or court order;
- 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;
- To appropriate officials in connection with a health or safety emergency, or
- When the District discloses directory information-designated details.

Release to any other person or agency, such as a prospective employer or a scholarship application, will occur only with written parental or student permission as appropriate. The District's General

Counsel is the custodian of all records for currently enrolled students and for students who have withdrawn or graduated.

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

Inspecting Student Records

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. In most circumstances, records will be made available for inspection or a copy will be provided within 45 days of the day the request is received. The address of the District's Records Custodian is 3205 W. Davis, Conroe, TX 77304, or via email at StudentRecordsRequest@conroeisd.net.

Request to Amend Records

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the District's Records Custodian at StudentRecordsRequest@conroeisd.net. 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 after the hearing, the records are not amended, the parent or eligible student has 30 school days to exercise the right to place a statement in the student's records.

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

Office of the General Counsel

StudentRecordsRequest@conroeisd.net

Parents and eligible students have 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 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 teachers' personal notes about a student that are shared only with a substitute teacher—do not have to be made available to parents or students.

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 [FNG \(LOCAL\)](#). A grade issued by a classroom teacher can be changed only if the Board of Trustees determines the grade is arbitrary, erroneous, or inconsistent with the District's grading guidelines.

The District's student records policy is found at policy [FL \(LEGAL\)](#) and [\(LOCAL\)](#) and is available at the principal's or superintendent's office or on the district's website at conroeisd.net.

Parents or eligible students who believe the District is not in compliance with the law regarding records have the right to file a complaint with the U.S. Department of Education concerning failures

by the school to comply with FERPA requirements.
[FERPA's Complaint Process Explained | Protecting Student Privacy.](#)

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For further information see Board Policy FA at Policy Code [FA Legal](#) Parent Rights and Responsibilities.]

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

The PPRA gives parents and eligible students 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 non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions: hearing, vision, or spinal screenings, or any physical examination or screen permitted or required under the law (See Board Policy [FA Legal](#) and Policy [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
- Instructional material used as part of the educational curriculum

Parents also have 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 to their child, whether instruction is

delivered in-person, virtually, or remotely. The District will provide the 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 parent's child to take home any instructional materials used by the student. The student may be required to return the materials at the beginning of the next school day;

- Review their child's student records when needed, including: attendance records; test scores; grades; disciplinary records; counseling records; psychological records; applications for admission; health and immunization information; other medical records; teacher and school counselor evaluations; reports of behavior patterns; records relating to assistance provided or learning difficulties, including information collected regarding any intervention strategies used with the student, or the terms "intervention strategies" as defined by law; teaching materials and tests used in your child's classroom; and state assessment instruments that have been administered to their child;
- Request information regarding any state or District policy related to the parent's child participating in assessments required by federal law, state law, or District policy;
- Inspect a survey created by a third party before the survey is administered or distributed to their child.
- Inspect instruments used to collect personal information from students for marketing, sales, or other distribution purposes.
- Inspect instructional material used as part of the educational curriculum;
- Grant or deny any written request from the District to make a videotape or voice recording of their child. State law does permit schools to make videotapes or voice recordings without parent permission if the recording is to be used for school purposes, if it relates to classroom instruction or a co-curricular or extracurricular activity, or if it relates to media coverage of the school;
- Remove his or her child temporarily from the classroom, if an instructional activity in which the child is scheduled to participate conflicts with his or her religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the child must satisfy grade-level and graduation requirements as determined by the District and by the state law;
- Request that their child be excused from daily participation in the 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 child to be excused from participating in the required moment of silence or silent activity that follows;
- A non-custodial 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 misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. (See Board Policy [FL](#) and Policy [FO](#));
- Request if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See [FDB \(LEGAL\)](#)]
- Grant permission if their child is under the age of 14 to participate in the District's parenting and paternity awareness program. This program was developed by the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

The United States Department of Education provides extensive information about the Protection of Pupil Rights Amendment: studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra

Parents who believe their or their student's rights under the PPRA have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction Reciting a Portion of the Declaration of Independence in Grades 3-12

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

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

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

- A parent provides a written statement requesting that his or her child be excused.
- The district determines that the student has a conscientious objection to the recitation.
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy [EHBK \(LEGAL\)](#) for more information.]

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence and policy [EC \(LEGAL\)](#) for more information.]

Religious or Moral Beliefs

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

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

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

Parent Review of Instructional Materials and Plans

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.

(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](#).)

District Review of Instructional Materials

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

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

For more information about requesting an instructional material review, contact the appropriate assistant superintendent.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

ACCESSING STUDENT EDUCATION RECORDS

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

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

- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at [Directory Information Restriction Form](#), are the right to:

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

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

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

Teacher and Staff Professional Qualifications

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

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

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child. You may contact the custodian of records at:

Office of the General Counsel
PublicInfo@conroeisd.net

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 handled so easily, the District's Board of Trustees has adopted a standard complaint policy at [FNG \(LOCAL\)](#). This policy requires that the formal complaint process be initiated within 15 days of the time the person first knew or should have known of the event giving rise to the complaint. A copy of this policy as well as the District complaint form can be obtained on the District's website at Conroe ISD Legal Department.

To file a formal complaint, a parent or student should complete and submit the complaint form to complaints@conroeisd.net.

Grievances

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 handled so easily, the District's Board of Trustees has adopted a standard complaint policy at [FNG \(LOCAL\)](#). This policy requires that the formal complaint process be initiated within 60 calendar days of the date the student or parent first knew or should have known of the event giving rise to the complaint. A copy of this policy as well as the District complaint form can be obtained on the District's website at [Grievances & Complaints](#). To file a formal complaint, a parent or student should complete and submit the complaint form to complaints@conroeisd.net.

A student or parent may initiate the formal process described below by timely filing a written grievance on the District's form, found at <https://www.conroeisd.net/page/grievances-complaints>. Even after initiating the formal grievance process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal grievance at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Neither the Board nor any District employee shall unlawfully retaliate against any student, parent, or person standing in parental relation for bringing a concern or complaint grievance.

Grievance forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the designated Level Two administrator to appeal the Level One decision. The designated Level Two administrator shall be the Superintendent or the Superintendent's designee at the District's central office. The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the written Level One response or, if no response was received, within 20 calendar days of the Level One response deadline.

Please see Board Policy FNG for more information.

Glossary

Accelerated Instruction, also referred to a supplemental instruction, is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or because a student is not meeting the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades, 3, 5, or 8. The committee includes District personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities. **ARD** stands for admission, review, and dismissal committee. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance Review Committee is sometimes 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 District's Board of Trustees, 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.

CBE is credit by examination. Students may earn credit or a final grade by passing a specific final test for that course. Credit by examination is offered for both acceleration (for students who have not received instruction in a course) and credit recovery.

CPS stands for Child Protective Services.

CTE stands for Career and Technical Education, which offers programs of study through fourteen career clusters. The District offers thirteen of those clusters. The purpose is to prepare students for college and career success as well as provide students with a quality education that prepares them to be competitive within a global economy.

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

DFPS is the Texas Department of Family Protective Services.

DOE stands for the U.S. Department of Education.

DPS stands for the Texas Department of Public Safety.

DSHS stands for Texas Department of State Health Services.

EOC assessments are end of course tests which are state mandated and are a part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the federal 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.

GPA stands for Grade Point Average. Each semester grade which earns state credit is assigned a grade point. The GPA is the total of all grade points received divided by the number of grades received (which receive state credit).

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

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

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

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

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

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

SAT refers to a college or university admissions examination, 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 five 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, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other 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 academic progress.

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

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

TAC stands for the Texas Administrative Code.

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

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language 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 first year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the District. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional class-room setting.

Appendix I: CISD Acceptable Use Guidelines for Students

The District gives students access to various types of technology resources, including a District e-mail account, electronic textbooks, cloud-based document storage and collaboration space such as the Canvas Learning Management System, Google Apps for Education, Office 365, computer hardware, software, printers, networks, and storage space on networks, devices such as computers, Chromebooks, iPads, tablets, laptops, calculators, and other interactive devices, and filtered Internet access. Students may also be allowed to use their personal technology devices for instructional purposes, however the District is not responsible for damage to or loss of devices brought from home.

With this educational opportunity comes responsibility. It is important that students and their parents understand the District's policies and procedures related to technology resources. Inappropriate use of the District's technology resources can result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, as outlined in the Student Code of Conduct and applicable laws.

These guidelines apply to all District networks and network storage, e-mail accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access. Use of the District's technology resources is not private and all activity is monitored.

The District prohibits bullying or harassment through electronic means regardless of the device used, the network used, or the location of use. [See District Policy [FFH](#) and Policy [FFI](#).]

When students access the Internet, it is possible that they may run across areas of adult content and some material a parent might find objectionable. While the District uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It is the responsibility of the student to follow the rules for responsible use.

Students issued a District-owned technology device are given additional materials addressing the proper use, care, and return of these devices.

All students are expected to responsibly use the District's technology resources by complying with the following:

- Because District technology resources are primarily for instructional and educational purposes, the District allows limited personal use only if the rules in this Agreement are followed and the use does not interfere with schoolwork.
- Students must not share their account information with another person.
- Be mindful that people who receive e-mail or other communication from students through school accounts might think the message represents the school's point of view.
- Keep personal information and the personal information of others private. This includes names, addresses, photographs, or any other personally identifiable or private information.
- Do not download or sign up for any online resource or application without prior approval from the teacher or other District administrator
- When communicating through e-mail or other electronic means, students must use appropriate language and etiquette and always be respectful.
- Acknowledge the work and ideas of others when referencing them in student work.
- Immediately report any suspicious behavior or other misuse of technology to a teacher or other campus administrator.
- Students may use their personal electronic devices for instructional purposes only as authorized by a teacher.
- Any attempt to bypass the District's filter will result in a loss of privileges and disciplinary action as required by the Student Code of Conduct.
- When accessing the District's technology resources using a personal device, students must follow the District's technology resources policy and associated administrative regulations, including this Acceptable Use Agreement.
- When not using a personal device for instructional purposes while on campus, students must follow their campus' rules and guidelines for non-instructional use of personal electronic devices. Students are prohibited from inappropriately using the District's technology resources and will be held responsible at all times for the proper use of their account.

Inappropriate activity includes the following:

- Using technology resources for any illegal purpose, including threatening school safety;
- Accessing resources to knowingly alter, damage, or delete District property or information, compromising or testing District security, systems or networks, or breaching any other electronic equipment, network, or electronic communications system in violation of the law or District policy;
- Damaging electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus or malware to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable;
- Disabling or attempting to disable or bypass any Internet filtering device;
- Using someone's account without permission;
- Pretending to be someone else when posting, transmitting, or receiving messages;
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmission, or receipt of electronic media;

- Using resources to engage in conduct that harasses or bullies others;
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, illegal, or material that constitutes cyberbullying and "sexting";
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language;
- Posting personal information about yourself or others, such as addresses and phone numbers, or photographs, without permission or responding to requests for personally identifiable information or contact from unknown individuals;
- Making appointments with people met online to meet them in person; if a request for such a meeting is received, it should be reported to a teacher or administrator immediately;
- Violating intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder;
- Using online chat or video chat rooms not expressly authorized by the teacher;
- Wasting school resources through the improper use of the District's technology resources, including sending spam; and
- Downloading unauthorized applications, scripts, plug-ins or software or gaining unauthorized access to restricted information or resources.

Students are expected to immediately report to a supervising teacher or an administrator any in-appropriate activity.

I have read and I agree to abide by these guidelines for responsible online behavior and use of District technology resources. I understand that violation of these provisions may result in suspension or revocation of access to the District's technology resources or other disciplinary action in accordance with the *Student Code of Conduct*.

Student's signature: _____ Date: _____

Parent

I understand that my child will have access to the District's technology resources, including District-approved online applications. I have read and understand the District's guidelines regarding my student's use of the District's technology resources and understand that under Texas law neither the District, its operators, and any institutions with which it is affiliated can be held liable for any claims or damages of any nature arising from my student's use of, or inability to use, these technology resources or loss or damage to my students' personal technology device. I understand that my student's use of the District's technology resources is not private and that the District will monitor my student's activity. I also understand that the District uses certain cloud-based applications that allow authorized individuals to access student information, including assignments and grades, through the Internet for school-related purposes.

Parent's signature: _____ Date: _____



CONROE
INDEPENDENT
SCHOOL DISTRICT

STRAIGHT TO THE SOURCE

If you have questions or concerns, the staff members listed below will be glad to help.

BOARD OF TRUSTEES

Misty Odenweller
President

Melissa Dungan
Vice President

Lindsay Dawson
Secretary

Marianne Horton
Assistant Secretary

Aggie Gambino
Trustee

Nicole May
Trustee

Melissa Semmler
Trustee

*Trustees meet regularly at 6:00 p.m.
on the third Tuesday of every month
in the Board Room of the Conroe
ISD Administration Building.*

3205 W. Davis • Conroe, Texas 77304

CISD ADMINISTRATION

David Vinson, Ph.D.
Superintendent of Schools

Dr. Ted Landry
Deputy Superintendent

Shellie Winkler, Ed.D.
*Assistant Superintendent for
Elementary Schools*

Paula Klapesky, Ed.D.
*Assistant Superintendent for
Middle Schools*

Mark Murrell, Ed.D.
*Assistant Superintendent for
High Schools*

Hedith Saucedo-Upshaw, Ed.D.
*Assistant Superintendent of
Governance and Leadership
Programs*

Tamika Taylor, Ed.D.
*Assistant Superintendent of
Counseling, Outreach and
Behavior Support*

Chris McCord
*Assistant Superintendent of
Operations*

Assessment	Wendy Tisdel	936.709.7681
Athletics	Chris Feris	936.709.7888
Attendance Zone Information	Georgette Anderson	936.709.7619
Bilingual/ESL Information	Gilberto Lozano	936.709.7724
Budget	Karen Garza	936.709.7802
Calendar	Dr. Hedith Saucedo-Upshaw	936.709.7822
Career and Technical Education	Tally Stout	936.709.7821
Child Nutrition	Karen Patterson	936.709.7872
Communications	Andrew Stewart	936.709.7771
Crisis Counseling/Intervention and Prevention Programs	Dr. Tania Merik	936.709.7844
Curriculum and Instruction	Dayren Carlisle	936.709.7873
Deputy Superintendent	Dr. Ted Landry	936.709.8049
Dyslexia	Blanca Cuestas	936.709.7838
Early Childhood	Amy Wilson	936.709.7878
Elementary Schools	Dr. Shellie Winkler	936.709.7737
Facility Rental	Brandon Stiles	936.709.8759
Federal Programs	Dana Boyer	936.709.7686
Fine Arts	Dr. Robert Horton	936.709.7806
Gifted and Talented/Advanced Academic Programs	Julie Gault	936.709.7262
Health Services	Dana Fisher, MSN, RN, NCSN	936.709.7757
High Schools	Dr. Mark Murrell	936.709.7883
Highly Mobile/At Risk Programs	Dr. Paola Gorman	936.709.7759
Human Resources	Paula Green	936.709.7847
Employee Benefits	Tiffany Mattfeld	936.709.7906
Language Arts – Grades PreK - 6	Mark Smith	936.709.7896
Language Arts – Grades 7 - 12/Advanced Placement	Nicole Thibault	936.709.7824
Legal	Ashney Shelly	936.709.7700
Librarian/Media Specialist	Melody Hiser	936.709.8040
Maintenance/Custodial	Marshall Schroeder	832.592.8897
Math – Grades PreK - 6	Brittany Koester	936.709.7878
Math – Grades 7 - 12	Carlos Barron	936.709.7843
Middle Schools	Dr. Paula Klapesky	936.709.7714
Natatorium	Kevin Witt	936.709.7529
Newcomers Center	Gilberto Lozano	936.709.7759
Operations	Chris McCord	936.709.7863
Payroll	Rachel Jimenez	936.709.7716
Physical Education, Health, and Wellness Programs	Wade Haymark	936.709.7717
Planning and Construction	Easy Foster	936.709.7884
Police (Conroe ISD)	Chief Matt Blakelock	936.709.8917
Printing/Graphics	Carol Armstrong	936.709.7730
Print Shop		936.709.7731
Professional Learning and Mentorship Programs	Christina Reichelt	936.709.7817
Purchasing	Brian Broussard	936.709.7798
School Counseling – Secondary	Tiffany Rhodriquez	936.709.7846
School Counseling – Elementary	MaryAnn Turrubiarres	936.709.8002
School Improvement and Leadership Development	Malinda Stewart	936.709.7766
Science	Albert Kisangi	936.709.7923
Section 504	Tiffany Mayes	936.709.8148
Social Studies/ROTC/Junior Achievement	Dr. Matthew Campbell	936.709.7830
Special Education	Dr. Kendra Wiggins	936.709.7813
Student Support Services	Dr. Tamika Taylor	936.709.7221
Student Attendance/Tuancy	Rafel Henry	936.689.5924
Student Transfers (in-district/out of district) – Elem/K-6	Dr. Tara Vandermark	936.709.7229
Student Transfers (in-district/out of district) – Middle School	Dr. Paula Klapesky	936.709.7714
Student Transfers (in-district/out of district) – High School	Dr. Mark Murrell	936.709.7883
Superintendent	Dr. David Vinson	936.709.7701
Technology – Information Systems	Ethan Barton	936.709.7627
Technology – Instructional	Mindy Harding	936.709.7696
Transportation	Juan Melendez	936.709.7940

Appendix III: School Calendar



CONROE
INDEPENDENT
SCHOOL DISTRICT

2026-2027 School Calendar

APPROVED 1/20/26

August 2026							September 2026							October 2026							November 2026							
S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30						
30	31																											

December 2026							January 2027							February 2027							March 2027						
S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31			
							31																				

April 2027							May 2027							June 2027							July 2027						
S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S	S	M	TU	W	TH	F	S
				1	2	3							1		1	2	3	4	5						1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			

	Holiday
	Beginning of Grading Period
	Ending of Grading Period
	Early Release (Students)
	Professional Day (No students)
	Teacher Professional Learning (No students)
	Teacher Exchange Day (No students)
	Inclement Weather Day (Students and Staff)

Report Cards
Individual campuses will report distribution date for report cards after each grading period.

Days of Instruction			
	Students	Teachers	
1st Semester	82.5	92	
2nd Semester	90.5	95	
Total Days	173	187	

Grading Periods	
1st Semester	
Grading period	Ends
1st	October 8
2nd	December 18
2nd Semester	
Grading period	Ends
1st	March 12
2nd	May 27

Students	
Starting date	August 12
Ending date	May 27

Staff	
Starting date	August 3
Ending date	May 28

Student Holidays	
Labor Day	September 7
Holiday	October 9 - 12
Holiday	November 2 - 3
Thanksgiving	November 23 - 27
Christmas Break	Dec. 21 - Jan. 5
Martin Luther King, Jr. Day	Jan. 18
Holiday	February 12
Presidents' Day	February 15
Spring Break	March 15 - 19
Holiday	March 26
Holiday	March 29*
Holiday	April 30
Memorial Day	May 31

Student Early Release

December 18 May 27

Teacher Professional Days

August 4 - 11
January 4 May 28

Teacher Professional Learning Days

November 3 January 5

Teacher Exchange Days (3 days exchanged for professional learning)

August 3 October 9
February 12

*Inclement Weather Day (Student and staff make-up day, if needed)

March 29

The Conroe Independent School District (District) as an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner. For information about Title IX rights or Section 504/ADA rights, contact the Title IX Coordinator or the Section 504/ADA coordinator at 3205 W. Davis, Conroe, TX 77304; (936) 709-7752.

Appendix IV: Student Welfare-Freedom from Discrimination, Harassment, and Retaliation

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit the [Board Policy website](#). Below is the text Conroe ISD's policy [FFH \(LOCAL\)](#) as of the date that this handbook was finalized for this school year.

This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation involving District employees, see [DIA](#). For reporting requirements related to child abuse and neglect, see FFG. Note that [FFH](#) shall be used in conjunction with [FEI](#) (bullying) for certain prohibited conduct.

Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

Policy [FFH \(LOCAL\)](#) adopted on June 21, 2022.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See [FFH \(LEGAL\)](#)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

- **Examples** - Examples of prohibited harassment may include offensive or derogatory language directed at another 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; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based

harassment, including sexual harassment, sex-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See [FFH \(LEGAL\)](#)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See [DH](#)]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

- **Examples** - Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Sex-Based Harassment

For purposes of this policy, sex-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

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.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 3. Otherwise adversely affects the student's educational opportunities.
- **Examples** - Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, sex-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See [FFH\(EXHIBIT\)](#)]

ADA/Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students [See [FFH\(EXHIBIT\)](#)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see [FFF](#).]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See [FFH \(LEGAL\)](#)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under [FFI](#).

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the

District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by [FFI](#), the District official shall refer to [FFI](#) for appropriate notice to parents and District action. The District official shall refer to [FDB](#) for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through [FNG \(LOCAL\)](#), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in [FFH \(LEGAL\)](#).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See [FFH \(LEGAL\)](#)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

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

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see [FFH \(LEGAL\)](#) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Appendix V: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit the [Board Policy website](#). Below is the text Conroe ISD's policy [FFI \(LOCAL\)](#) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy [FFI \(LOCAL\)](#) adopted on August 1, 2023.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see [FFH](#). Note that [FFI](#) shall be used in conjunction with [FFH](#) for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see [FFG](#).

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

- **Examples** - Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

- **Student Report** - To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to report anonymously an alleged incident of bullying.
- **Employee Report** - Any District employee who suspects or receives notice that a student or group of students has or may have

experienced bullying shall immediately notify the principal or designee.

- **Report Format** - A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy [FFH](#), including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy [FFH](#). If the allegations could constitute both prohibited conduct and bullying, the investigation under [FFH](#) shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

- **Bullying** - If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
- **Discipline** - A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be

subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

- **Corrective Action** - Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
- **Transfers** - The principal or designee shall refer to [FDB](#) for transfer provisions.
- **Counseling** - The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
- **Improper Conduct** - If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through [FNG \(LOCAL\)](#), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with [CPC \(LOCAL\)](#).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.