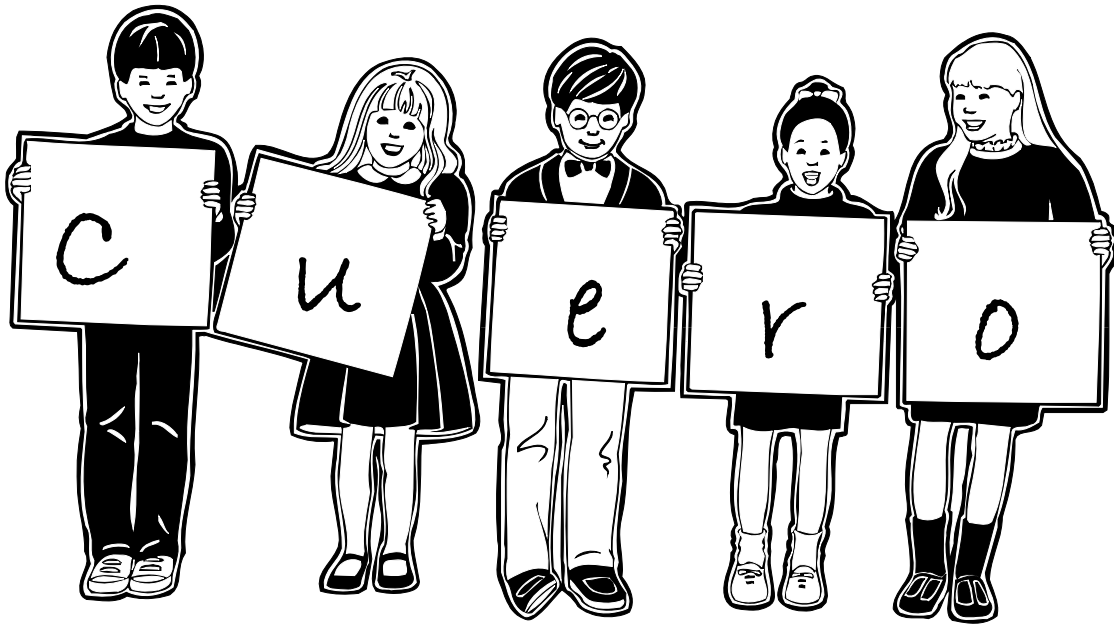


The Cuero Independent School District

# 2011-2012 Student Handbook



***“Committed to Excellence”***

# CUERO ISD MISSION STATEMENT, GOALS, AND OBJECTIVES

The mission of CISD is to empower all students to reach their potential and become responsible, respectful citizens by teaching an enriched curriculum using all available resources.

<b>Student-Centered Learning Community</b>	Goal 1: Empower all students to become life-long learners Goal 2: Maximize student ownership and involvement in learning. Goal 3: Provide an aligned curriculum that equips students to lead fulfilling and healthy lives. Goal 4: Promote extra-curricular activities for the development of the whole child. Goal 5: Implement instructional practices consistent with comprehensive and aligned professional development.
<b>Optimal School Environment</b>	Goal 1: Maximize a consistent and effective discipline. Goal 2: Promote and demand a safe and orderly school environment.
<b>Utilization of Effective Resources</b>	Goal 1: Provide educational opportunities for all students through the utilization of appropriate resources. Goal 2: Maintain, upgrade and improve facilities and technology. Goal 3: Maximize decision making to involve all appropriate stakeholders (student, staff, and community). Goal 4: Efficiently utilize all resources (people, monies, facilities) and align to district aims.
<b>Creating Parent, Community School Partnerships</b>	Goal 1: Engage and maximize school and community partnerships. Goal 2: Engage parents in the learning community PK-12.
<b>Open Communication</b>	Goal 1: Maximize communication resources for district goals and events. Goal 2: Promote climate of mutual respect.

## BOARD OF TRUSTEES

**District 1**  
*B.J. Drehr*

**District 3**  
*Polly Laging*

**District 5**  
*Emily Davis*

**District 2**  
*Gerard Gonzales*

**District 4**  
*Pat Koranek*

**At-Large Positions**  
*Johnny Blackwell,*  
*Lynnne Jalufka*

The board usually meets on the third Thursday of each month at 7:00 p.m. except for the months of September and October. In September and October, the regular meetings of the Board shall be held on the third Monday at 7:00 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the Bulletin Board at the Cuero ISD Administration Building and on the District website at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

**District Phone Number** .....*361-275-1900*

**Superintendent** ..... Henry Lind  
**Secretary to the Superintendent** ..... Kathy Stanfill  
**Assistant Superintendent for Business & Finance** ..... Harold High  
**Assistant Superintendent for Curriculum & Instruction** ..... Pam Longbotham  
**Administrative Assistant** ..... James M. Coburn  
**Athletic Director** ..... Rick Owens  
**District Nurse** ..... Helen Reese  
**Director of Facilities & Maintenance** ..... Jamie Wright  
**District Librarian** ..... Mary K. Rabe  
**PEIMS Coordinator** ..... Wilson Judd

***Cuero ISD Administration***

***405 Park Heights Drive***

Superintendent's Secretary	275-1914	FAX	275-2981
Assistant Supt. Business	275-1913	FAX	275-8597
Business Office	275-1910	Accounts Payable	275-1919
Payroll	275-1912	PEIMS	275-1917
Curriculum Office	275-1922	Fed & State Programs	275-1916
Director of Nurses	275-1920	District Librarian	275-1935
Athletic Department	275-1940	FAX	275-6354
Transportation Director	275-1918	Bus Barn	275-1907
Facilities Director	275-1909	Facilities Secretary	275-1908
Technology Coordinator	277-1943		

## **Cuero High School Alma Mater**

Hail to thee our Alma Mater,  
Hail to Cuero High.  
Hail to thee our Alma Mater,  
Hail to Green and White.  
We will always strive to honor,  
Love thee, do or die.  
Hail to thee our Alma Mater,  
Hail to Cuero High.

## **Cuero ISD Fight Song**

Wave the flag for Cuero High School,  
All hail that grand old name.  
Wave the flag for Cuero High School,  
Watch us win this game.  
Let's go, you fighting Cuero Gobblers,  
And fight with all your might.  
Wave the flag for Cuero High School,  
And we'll win for Green and White.

## **Cuero Junior High School Song**

Hail to Cuero Junior High,  
With our colors green and white.  
We will always strive to be,  
Faithful, loyal, true to thee.  
And when times are bad or good,  
Through our loss or victory,  
We will love thee, do or die,  
Hail to Cuero Junior High.

## ***How to Be a Gobbler Fan***

All students should follow the following guidelines when cheering for the Cuero Gobblers:

- Exhibit good sportsmanship.
- Sit in the stands.
- Watch the game.
- Yell for the Gobblers.
- Show school spirit.
- Wear green and white.
- Be respectful of other fans.
- Throw your trash away.
- Take care of Gobbler Stadium

# ACKNOWLEDGMENT

## Student Code of Conduct Acknowledgment

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Henry Lind, Superintendent

.....

My child and I have received a copy of the Cuero ISD ***Student Code of Conduct*** and the ***Cuero ISD Student Handbook*** for the 2011-2012 school year. I understand the handbook contains information that my child and I may need during the school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***. If you have any questions regarding the handbook or the Code of Conduct, I should direct those questions to the principal at my child's campus.

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

## Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy or to electronically access at [www.cueroisd.org](http://www.cueroisd.org) the Cuero ISD Student Handbook and the *Student Code of Conduct* for 2011-2012

I have chosen to:

- Receive a paper copy of the Student Handbook and the *Student Code of Conduct*
- Accept responsibility for accessing the Student Handbook by visiting the Web address listed above.

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

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

## **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Cuero ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** for more information.]

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

**For the following school-sponsored purposes:**

CISD BOARD POLICY [FL(LOCAL)] states: For the purposes of this policy, “school officials” shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities.

School officials have a “legitimate educational interest” in a student’s records when they are working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; or investigating or evaluating programs.

The Cuero ISD has designated the following information as directory information:

- student name,
- address,
- telephone listing,
- e-mail address,
- photograph,
- date and place of birth,
- major field of study;
- degrees, honors, and awards received;
- dates of attendance;
- grade level;
- most recent school recently attended;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams
- enrollment status
- student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

**Parent: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student's name), **(do give) (do not give)**  
the district permission to use the information in the above list for the specified school-sponsored  
purposes.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

*Please sign and date this page, and return it to the student's school.*

**For all other purposes**, the Cuero ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic records

**Parent: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student's name), **(do give)** **(do not give)** the district permission to release the information in this list in response to a request.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

**Parent's Response Regarding Release of Student Information to  
Military Recruiters and Institutions of Higher Education**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** for more information.]

**Parent:** Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of \_\_\_\_\_ (*student's name*), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

## Consent/Opt-Out Form

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey" that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and to certain physical exams and screenings.

Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to the assistant superintendent of curriculum and instruction at 361-275-1922. The assistant superintendent will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

The District shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.
2. The administration of any survey containing one or more items described at STUDENT RIGHTS, above.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

# Consent/Opt-Out Form

## SURVEYS CONCERNING PRIVATE INFORMATION

*Should a survey be given, it will be an anonymous survey that asks students questions.*

A parent must sign and return this consent form no later than 10 days from your child's first day of school if you would permit your child to participate in this survey.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to your child's campus. The principal's office will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

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## OPT-OUT FOR NONEMERGENCY PHYSICAL EXAM OR SCREENING

*This is not required for hearing, vision, or scoliosis screenings, or any other screenings/exams required by state law.*

To opt out: A parent must sign and return this consent form no later than 10 days from your child's first day of school if you do not want your child to participate the nonemergency physical exam or screening.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

***Please sign and date this page, and return it to the student's school.***

## **NOTICES TO PARENTS**

### **Statement of Nondiscrimination**

In its efforts to promote nondiscrimination, the Cuero ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Pam Longbotham, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1922.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Pam Longbotham, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1922.
- All other concerns regarding discrimination: See the superintendent: Henry Lind, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1914.

### **Asbestos Management Plan**

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, and is available in the Cuero ISD Administration offices. If you have any questions, please contact the Administrative Assistant at 361-275-1918.

### **Pest Management Plan**

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the facilities director at 361-275-1909.

### **Additional Notices**

Other important notices in the Student Handbook cover the following topics:

- Student participation in a survey, analysis, or evaluation;
- Opting out of surveys and data collection activities;

- Requesting the professional qualifications of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- Career and technology programs;
- Homeless students; and
- School lunch programs.

Please take some time to review these notices and other important information contained in the Student Handbook.

## USE OF STUDENT WORK IN DISTRICT PUBLICATIONS

Occasionally, the Cuero Independent School District wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

**Parent: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student's name), **(do give) (do not give)** the district permission to use my child's artwork or special project on the district's Web site and in district publications.

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

*Please sign and date this page, and return it to the student's school.*

## **STUDENT TRIP AGREEMENT**

The Cuero Independent School District ("Cuero ISD") will sponsor out-of-district Trips subject to the following terms and conditions.

Students and staff will travel by vehicles provided by the Cuero ISD Transportation Department. Parents/legal guardians or adult students are responsible for ensuring that students are at the designated departure site on time. The departure site and time will be determined by the Cuero ISD staff and the Transportation Director.

As the parent/legal guardian or adult student, I, \_\_\_\_\_, understand that students must comply with the District's Student Code of Conduct while on the Trip and that if a student engages in any misconduct, his/her parents will be notified and he or she will immediately be sent home at the parents' expense.

### **CONSENT FOR MEDICAL TREATMENT**

By my signature below, I authorize any administrator or professional faculty member of the District to consent to emergency medical treatment for any illness or injury that may occur to my child, \_\_\_\_\_, while participating in the Trip. I agree to bear full financial responsibility for costs associated with emergency medical treatment of my child during the Trip, including reimbursement of expenses incurred by chaperones or the District for medical-related expenses. All students and chaperones that have medical insurance must provide pertinent insurance information.

### **RELEASE & CHOICE OF LAW**

I agree that neither the District nor its chaperones shall bear any responsibility or liability for any accident or injury that may occur to my child while participating in this Trip. Furthermore, I agree that I am personally responsible for any costs arising out of damage caused by my child on the Trip. I agree that this Agreement shall be governed by, interpreted, and enforced in accordance with the laws of the State of Texas. Moreover, any dispute arising out of my child's participation in the Trip shall be governed by the laws of the State of Texas or federal laws as interpreted by federal courts within Texas, the Fifth Circuit, or the United States Supreme Court. Additionally, any dispute between a student/parent and the District shall be resolved informally or through the courts of the State of Texas, federal courts within Texas, the Fifth Circuit, or Supreme Court, but not in the state or federal courts in other state. The District does not hereby waive any immunity to which it is entitled under any state or federal law. This Agreement constitutes the entire and complete understanding between the District and the Parent and Student. The parties agree that if any provision of the Agreement is held to be unenforceable or invalid, that portion will be stricken and the remaining provisions will be enforceable.

### **PERMISSION**

By my signature below, I acknowledge that I have read this Trip Agreement and agree to its terms, and I give my permission for my son/daughter to participate in Cuero Independent School District sponsored Trips for the school year.

Known Allergies: \_\_\_\_\_

Current Medications: \_\_\_\_\_

Insurance Name: \_\_\_\_\_ Responsible Party: \_\_\_\_\_

Parent/Legal Guardian (printed)	Student (printed)	Date
Parent/Legal Guardian (signature)	Student (signature)	Date

***Please sign and date this page, and return it to the student's school.***

## **Cuero Independent School District Responsible Use Technology Agreement for STUDENTS**

**Please return this agreement, signed by student and parent, to your teacher.**

The Cuero Independent School District provides an array of technology resources for student use. This agreement outlines appropriate use and prohibited activities when using technology resources. Every student is expected to follow all guidelines stated below, as well as those given orally by the staff, and to demonstrate good citizenship and ethical behavior at all times.

In accepting this agreement, students acknowledge the following rules and conditions:

### **GOVERNMENT LAWS:**

I will use computers in conformity with laws of the United States and the State of Texas. Violations include, but are not limited to, the following:

**Criminal Acts** – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyber bullying, cyber stalking, child pornography, vandalism, and/or unauthorized tampering with computer systems. (A list of Federal statutes from the United States Department of Justice is below as Appendix A).

**Libel Laws** - Publicly defaming people through the published material on the internet, email, etc...

**Copyright Violations** - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

### **NETIQUETTE and APPROPRIATE USE GUIDELINES:**

**NETWORK RESOURCES** - The use of the network is a privilege, not a right, and may be revoked if abused. The student is personally responsible for his/her actions when utilizing the school's computer resources. Despite our best efforts and beyond the limits of filtering technology, your child may run across areas of adult content and some material you might find objectionable.

**PRIVACY** – Network storage areas are the property of the school district. The Network Administrator may review any storage area of the school network to maintain system integrity and to insure that students are using the system responsibly.

**COPYING/DOWNLOADING** - Students are NOT permitted to download or install any software, shareware, or freeware onto the school's computers. Students are NOT permitted to copy others' work or intrude into others' files.

**INAPPROPRIATE MATERIALS OR LANGUAGE** – Students are NOT permitted to transmit, retrieve or store materials that are discriminatory, harassing, obscene, pornographic, or inappropriate. Should students encounter such material by accident, they should report it to their teacher immediately. The use of district online systems for personal gain, political lobbying or any other purpose which is illegal or against district policy or contrary to the district’s best interest is NOT permitted.

**STUDENT UNDERSTANDING:**

I understand that passwords are private. I will not allow others to use my account name and password, or try to use that of others. I understand that my school network and email accounts are owned by the District and are not private. Cuero ISD has the right to access my information at any time.

I will not bring any floppy disks, zip disks, hard drives, CDs, DVDs, flash drives or other storage media to the school unless I have specific permission to do so. I will have the supervising teacher or the district technology department personnel scan the media for viruses and check for appropriate content before using it on school equipment.

I will be polite and use appropriate language in my email messages, multi-user role-playing and/or virtual learning environments (e.g. Second Life), online postings, and other digital communications with others. I will refrain from using profanity, vulgarities or any other inappropriate language as determined by school administrators.

I will use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly. I will not use computers, handheld computers, digital audio players, cell phones, personal digital devices or the Internet to send or post hate or harassing mail, pornography, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors either at school or at home.

I understand that I represent the school district in all my online activities. I understand that what I do on social networking websites such as MySpace, Bebo, and Facebook should not reflect negatively on my fellow students, teachers, or on the District. I understand that I will be held responsible for how I represent myself and my school, department or District on the Internet.

I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name as a joke.

I will use technology resources responsibly. I will not retrieve, save, or display hate-based, offensive or sexually explicit material using any of Cuero ISD's computer resources. I am responsible for not pursuing material that could be considered offensive. I understand that I am to notify an adult immediately if by accident I encounter materials which violate appropriate use.

I will use technology resources productively and responsibly for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.

I will refrain from attempting to bypass, or circumventing, security settings or Internet filters, or interfere with the operation of the network by installing illegal software, or web-based services and software not approved by the Cuero ISD Administrators or Technology Department.

I understand that vandalism is prohibited. This includes but is not limited to modifying or destroying equipment, programs, files, or settings on any computer or other technology resource.

I will respect the intellectual property of other users and information providers. I will obey copyright guidelines. I will not plagiarize or use other's work without proper citation and permission.

I will refrain from the use of or access of files, software, or other resources owned by others without the owner's permission. I will use only those school network directories that are designated for my use or for the purpose designated by my teacher.

I will follow all guidelines set forth by the District and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server).

I understand the Internet is a source for information that is both true and false; and that the school is not responsible for inaccurate information obtained from the Internet. I agree to abide by all Internet safety guidelines that are provided by the school and to complete all assignments related to Internet safety.

I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.

## **Appendix A – Unlawful Online Conduct and Applicable Federal Laws**

The chart below details the type of unlawful online conduct, potentially applicable federal laws, and the section of the Department of Justice with subject-matter expertise. If the subject matter expert is not a section of the Department, but rather another agency, the entry will have an asterisk following its initials. In many cases, prosecutors may also consider whether the conduct at issue is a violation of [18 U.S.C. § 2](#) (aiding and abetting) or [18 U.S.C. § 371](#) (conspiracy).

Unlawful Conduct	Applicable Federal Law	DOJ Section
Denial of Service Attacks	<a href="#">18 U.S.C. § 1030(a)(5)(A)</a> (transmission of program, information, code, or command, resulting in damage)	CCIPS
	<a href="#">18 U.S.C. § 1362</a> (interfering with government communication systems)	CCIPS
<a href="#">Use of Misleading Domain Name</a>	<a href="#">18 U.S.C. § 2252B</a> (using misleading domain name with intent to deceive a person into viewing obscene material or with intent to deceive a minor into viewing harmful material)	CEOS

	<a href="#">18 U.S.C. § 1030(a)(6)</a> (trafficking in computer passwords)	CCIPS
Password Fraud	<a href="#">18 U.S.C. § 1029</a> (access device fraud)	Fraud/CCIPS
	<a href="#">18 U.S.C. § 1343</a> (wire fraud)	Fraud
Obscenity	47 U.S.C. § 223(a)(1)(A) (using telecommunications device to make, create, or solicit, and transmit any obscene comment, request, suggestion, proposal, image, or other communication)	CEOS
	<a href="#">18 U.S.C. § 1465</a> (using interactive computer service for purpose of sale or distribution of obscene material)	CEOS
	<a href="#">17 U.S.C. §§ 1201-1205</a> (Digital Millennium Copyright Act)	CCIPS
Piracy and Intellectual Property Theft	<a href="#">17 U.S.C. § 506</a> and <a href="#">18 U.S.C. § 2319</a> (criminal copyright infringement)	CCIPS
	<a href="#">18 U.S.C. § 2319A</a> (trafficking in recordings of live musical performances)	CCIPS
	<a href="#">18 U.S.C. § 875</a> (transmitting communications containing threats of kidnap or bodily injury) (Hobbs Act)	CTS
Electronic Threats	<a href="#">18 U.S.C. § 1951</a> (interfering with commerce by robbery, extortion, threats or violence) (Hobbs Act)	DSS
	<a href="#">47 U.S.C. § 223</a> (a)(1)(C) (anonymously using telecommunications device to threaten person who receives communication)	CCIPS
	<a href="#">47 U.S.C. § 223</a> (a)(1)(C) (anonymously using telecommunications device to harass person who receives communication)	CCIPS
Electronic Harassment	<a href="#">47 U.S.C. § 223(a)(1)(E)</a> (repeatedly initiates communication with a telecommunication device solely to harass person who receives communication)	CCIPS
	<a href="#">18 U.S.C. § 2511</a> (intercepting electronic communications)	CCIPS
Interception of Electronic Communications	<a href="#">18 U.S.C. § 2701</a> (accessing stored communications)	CCIPS
	<a href="#">18 U.S.C. § 1030(a)(2)</a> (accessing a computer and obtaining information)	CCIPS
	<a href="#">18 U.S.C. § 2261A</a> (using any facility of interstate or foreign commerce to engage in a course of conduct that places person in reasonable fear of death or serious bodily injury to person, person's spouse or immediate family) See also Electronic Harassment	DSS
Cyber stalking		
Hate Crimes	Look to civil rights laws and penalty enhancements	Civil Rights
Libel/Slander	Look to civil laws	
Posting Personal Information on a Website (e.g., phone numbers, addresses)	This is not a violation of law. May also be protected speech under First Amendment.	
Invasion of Privacy	See Interception of Electronic Communications	
Disclosure of Private Information	<a href="#">18 U.S.C. § 2511(1)(c)</a> (disclosing intercepted communications)	CCIPS
Spam	<a href="#">18 U.S.C. § 1037</a> (CAN-SPAM Act)	CCIPS

Spoofing Email Address [18 U.S.C. § 1037](#) (CAN-SPAM Act)

CCIPS

**ALL STUDENTS ARE REQUIRED TO SIGN AND RETURN THIS PAGE BEFORE THE USE OF ANY TECHNOLOGY EQUIPMENT (PERSONAL OR DISTRICT-OWNED) IS ALLOWED AT CUERO ISD.**

**STUDENT AGREEMENT:**

As a user of the School's technology resources, I understand and agree to comply with the netiquette and appropriate use guidelines outlined in the Responsible Use Technology Agreement for Students.

**CONSEQUENCES FOR VIOLATION OF THIS AGREEMENT:**

Should I commit a violation, I understand that consequences of my actions could include suspension/loss of computer privileges or data and files, disciplinary action, and/or referral to law enforcement.

**Student Name (print):** \_\_\_\_\_  
**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

As the parent or guardian of this student, I have read the Network and Internet Use Policy [CA (LOCAL)] and the Responsible Use Technology Agreement for Students. I understand the conditions for use of the network and Internet resources provided by the Cuero ISD and that access to technology resources are provided for the purpose of promoting education excellence in keeping with the academic goals of the District, and that student use for any other purpose is inappropriate. I recognize it is impossible for the District to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I understand that my child is responsible for any transactions that occur under his or her user ID or account, that any violation of that policy will be considered a violation of the Student Code of Conduct, and that my child may be denied access to the district's technology resources in addition to any other disciplinary action.

I understand that from time to time the school may wish to publish examples of student projects or photographs of students on the School District's website.

I hereby give permission for my child to use technology resources at the Cuero Independent School District.

**Parent Name (print):** \_\_\_\_\_  
**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Please sign and date this page, and return it to the student's school.*

## **In-Town Trips**

Occasionally, classes go on various in-town field trips by walking or riding in transportation provided by the CISD. By completing this form, you give your permission for your child to participate in these events during the 2011-2012 school year. All such trips will be under the direct supervision of an administrator or teacher.

I hereby give my permission for my child to accompany their class on various in-town field trips during the 2011-2012 school year.

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

## CORPORAL PUNISHMENT

I understand that I may request that corporal punishment not be administered to my child and that the school will comply with my request provided I agree to be available to pick up my child and remove him/her from the school campus should they commit an offense for which corporal punishment would otherwise be assigned.

### ***I give my permission for corporal punishment.***

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

### ***I do not give my permission for corporal punishment.***

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

***Please sign and date this page, and return it to the student's school.***

# CUERO ISD HEALTH SERVICES

## List of Approved Snacks

The following snacks have been approved for students attending elementary campuses that allow snacks to be brought from home. The list was comprised in accordance with state guidelines, along with recommendations from Centers for Disease Control and squaremeals.org.

### **Drinks:**

Water

### **Foods:**

Pretzels

Animal Crackers

Fresh fruit

Graham Crackers

Wheat / Saltine Crackers

English Muffin

Fruit grain bars

Rice cakes (not Rice Crispie Treats)

Fruit / Grain muffin

Dry cereal

Bagels

Fig bars

Vanilla Wafers

Granola Bars

Goldfish / Cheese Crackers

Applesauce

Pudding cups

½ sandwich/wrap (meat/cheese/veggie)

Yogurt

Raisins / Craisins / Yogos

Dried fruit

String Cheese

Raw Vegetables with low fat dip

Popcorn

## **Cuero Independent School District**

From the Parental Involvement: Title I, Part A Non-Regulatory Guidance  
May 24, 2011

### **PART I. GENERAL EXPECTATIONS**

The Cuero ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures, including the process of school review and improvement under section 1116, will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school district will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Cuero ISD will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1118 of the ESEA:
  - Parent Members on CPOC
  - Parent Teacher Organization (PTO)
  - Bi-annual Parent Conferences
  - Parent/Teacher/Community Compacts
2. The Cuero ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parent Surveys
  - Parent Teacher Organization (PTO)
  - Parent Information/Involvement Night
  - Student/Parent Orientation
  - Parent Membership on CPOC
  - Parent Conferences (twice yearly scheduled)
3. The Cuero ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Region 3 Parental Involvement Conferences
  - Parent Membership on CPOC
  - Technical Assistance - SECCA
4. The Cuero ISD will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Even Start Program, Communities In Schools, and Learning Connections by:
  - Parents As Teacher Program Implementation
  - Playgroups Implementation
  - Individual Campus Parental Involvement Activities with Counselor
5. The Cuero ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are

economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Parent surveys (English and Spanish) created and generated by district and disseminated by campuses. Data and input received will be used to create parent involvement activities.

6. The Cuero ISD will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:
  - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
    - the state’s academic content standards,
    - the state’s student academic achievement standards,
    - the state and local academic assessments including alternate assessments,
    - the requirements of Part A,
    - how to monitor their child’s progress, and
    - how to work with educators:
      - STAAR Information Night
      - Parent/Student Orientation
      - Parent Conferences
      - STAAR/TPRI Informational Meetings
      - Monthly Parenting Meetings and Activities in Literacy and Math
      - Meet With The Counselor
      - Meet The Teacher Night/Information Night
      - Open House
      - Parenting Workshops – In planning stage
      - Monthly Newsletter
  - B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Parent Conferences
    - STAAR/TPRI Informational Meetings
    - Monthly Parenting Meetings and Activities in Literacy and Math
    - Library Night

- Meet The Teacher Night / Orientation / Information Night
  - Parent/Student Orientation
  - Open House
  - Parenting Workshops – In planning stage
  - Meet With The Counselor
  - Monthly Newsletter
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Teacher Training (prior to start of school year)
  - Faculty Meetings
  - Parental Conferences
  - Inservice
  - Teacher Memos as Necessary
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Free Transportation
  - Parent Resource Room
  - Learning Connections
- E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Alternative language translations available upon request

**PART III a. DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The District-wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school; in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

#### **PART IV. ADOPTION**

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I parent/staff meetings.

This policy was approved at the Cuero ISD Federal Programs' public meeting on May 24, 2011, and will be in effect for the period from July 1, 2011 to June 30, 2012. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2011.

**Henry Lind**

**August 18, 2011**

# **Cuero Intermediate School**

## **Parental Involvement Policy**

1. The Cuero Independent School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
  - Continue small group reading assistance with community and parent volunteers
  - Continue to host Grandparents Day
  - Continue Honor Roll Breakfast
  - Continue PTO Programs, Meetings and Special Events
  - Continue Meet the Teacher Open House
  - Continue STAAR meetings with parents
  - Continue to host PTO fundraisers
  
2. The Cuero Intermediate School campus will take the following actions to involve parents in the joint development of its Campus-level parental involvement under section 1118 of the ESEA:
  - Parent members on CPOC
  - PTO
  - Parent Conferences
  
3. The Cuero Intermediate School campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parent Survey
  - Continue weekly teacher newsletters
  - Continue regular reminders of school events and happenings
  - Parent Information/Involvement Night
  - PTO
  
4. The Cuero Intermediate School campus will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other program:
  - Communities in Schools
  - Safe Schools Healthy Students Grant
  - Elementary Schools Counseling Grant
  
5. The Cuero Intermediate School campus will take the following actions to conduct, with the involvement of parents, an annual evaluation of the Content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental

involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English Proficiency, has limited literacy, or are of any racial or ethnical minority background). The campus will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policy.

- Cuero Intermediate surveys sent home with parents.
- Information used to identify needs and desires of parents and data will be utilized to create/promote parental involvement activities
- Continue to host Parent Meetings

6. The Cuero Intermediate School campus will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities described below:

A. The campus will, with the assistance of the district, provide assistance to parents of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described in this Paragraph:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirement of Title I, Part A
- How to monitor their child's progress, and
- How to work with educators
- STAAR information meetings
- Parent/Student Orientation
- Meet the Teacher Night
- Progress Reports
- Parent Conferences
- Meet with the Counselor
- Monthly Newsletter

B. The campus will, with the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Library Night
- STAAR Information Meetings
- Parent/Teacher Orientation
- PTO Meetings
- Book Fair
- Meet with the Counselor
- Honor Roll Breakfasts
- Science Night

- C. The campus will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
- Staff Development
  - Parent Conferences
- D. The campus will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Parents As Teachers Programs. The school will also conduct other activities, such as parent resources centers, that encourage and support parents in more fully participating in the education of their children by:
- Learning Connections
  - Safe Schools Healthy Students Grant
  - Elementary Schools Counseling Grant
- E. The campus will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language the parents can understand:
- Newsletters
  - District Cable Channel
  - Newspaper Articles

## **ADOPTION**

This Campus-Level Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance logs.

This policy was adopted by the **Cuero Intermediate School Campus** on **May 20, 2011**, and will be in effect for the period of July 1, 2010 through June 30, 2011. The campus will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2011.

# **Hunt Elementary**

## **Parental Involvement Policy**

1. Hunt Elementary will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance:
  - Continue small group reading assistance with community and parent volunteers
  - Continue to host Grandparents Day
  - Continue bi-annual parent conferences
  - Continue PTO Programs, Meetings and Special Events
  - Continue Meet the Teacher Night
  - Continue STAAR meetings with third grade students' parents
  - Continue to host PTO fundraisers
  
2. The Hunt Elementary campus will take the following actions to involve parents in the joint development of its Campus-Level parental involvement plan under section 1118 of the ESEA
  - Parent members on CPOC
  - PTO
  - Bi-annual Parent Conferences
  
3. The Hunt Elementary campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parent Surveys
  - PTO
  - Student/Parent Orientation
  - Parent members on CPOC
  - Bi-annual Parent Conferences
  
4. The Hunt Elementary campus will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
  - Learning Connections, Parents as Teachers Programs, Safe Schools Healthy Students Grant, Elementary Schools Counseling Grant
  
5. The Hunt Elementary campus will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have

limited literacy, or are of any racial or ethnic minority background). The campus will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revives, if necessary (and with the involvement of parents), its parental involvement policy.

- Parent surveys created/generated by district
- Disseminated by campuses
- Data and input received will be used to create parent involvement activities

6. The Hunt Elementary campus will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities described below:
  - A. The campus will, with the assistance of the district, provide assistance to Parents of children served by the campus, as appropriate, in understanding Topics such as the following, by undertaking the actions described in this Paragraph:
    - The state's academic content standards
    - The state's student academic achievement standards
    - The state and local academic assessments including alternate assessments
    - The requirements of Title I, Part A
    - How to monitor their child's progress, and how to work with educators
    - Parent Conferences
    - Third grade STAAR meetings
    - Progress Reports
    - Parent Meetings with Parents to discuss STAAR
  - B. The campus will, with the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Meet the Teacher Night
    - Parent/Teacher Conferences
    - PTO Meetings
    - STAAR/TPRI Informational Meetings
    - Monthly Parenting Meetings and Activities in Literacy and Math
    - Open House
    - Book Fair
  - C. The campus will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
    - Staff Development

- Faculty Meetings
  - Teacher Memos as necessary
- D. The campus will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, CISD Family Center, and Parents as Teachers Programs. The school will also conduct other activities, such as parents resources centers, that encourage and support parents in more fully participating in the education of their children by:
- Free Transportation
  - Parent Resource Room
- E. The campus will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Newsletters
  - District Cable Channel
  - Newspaper Articles

## **ADOPTION**

This Campus-Level Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance logs.

This policy was adopted by the **Hunt Elementary Campus** on **May 24, 2011**, and will be in effect for the period of July 1, 2010 through June 30, 2011. The campus will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2011.

## **John C. French**

### **Parental Involvement Policy**

1. John C. French will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance:
  - Continue small group reading assistance with community and parent volunteers
  - Continue Coffee with the Counselor
  - Continue bi-annual parent conferences
  - Continue PTO Programs, Meetings and Special Events
  - Continue Head Start transition into Pre-Kindergarten and Kindergarten
  
2. The John C. French campus will take the following actions to involve parents in the process of school review and improvement under section 1118 of the ESEA:
  - Continue weekly teacher newsletters
  - Continue regular reminders of school events and happenings
  - Continue daily communication with parents (daily folders, discipline charts, school information)
  
3. The John C. French campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Continue weekly teacher newsletters
  - Continue regular reminders of school events and happenings
  - Continue bi-annual parent conferences

The John C. French campus will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

  - Monthly District Parenting Meetings
  - Coffee with the Counselor
  - Safe Schools/Healthy Students Grant
  - Elementary Schools Counseling Grant
  
4. The John C. French campus will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.) The campus will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents,) its parental involvement policy.
  - John C. French surveys sent home with parents. Results tabulated by Mark Iacononelli and Laurie Pohluda. Information used to identify needs and desires of parents.

5. The John C. French campus will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities described below:
  - A. The campus will, with the assistance of the district, provide assistance to parents of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - The state’s academic content standards
    - The state’s student academic achievement standards
    - The state and local academic assessments including alternate assessments
    - The requirements of Title I, Part A
    - How to monitor their child’s progress, and
    - How to work with educators
    - Continue small group reading assistance with community and parent volunteers
    - Continue bi-annual parent conferences
  - B. The campus will with the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Continue Coffee with the Counselor
    - Continue bi-annual parent conferences
    - Continue PTO Programs, Meetings and Special Events
  - C. The campus will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
    - Continue Coffee with the Counselor
    - Continue bi-annual parent conferences
    - Continue PTO Programs, Meetings and Special Events
  - D. The campus will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Parents As Teachers Programs. The school will also conduct other activities, such as parents resources centers, that encourage and support parents in more fully participating in the education of their children by:
    - Continue Coffee with the Counselor
    - Continue Head Start transition into Pre-Kindergarten and Kindergarten
    - Continue bi-annual parent conferences
  - E. The campus will take the following actions to ensure that information related to the schools and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative

formats upon request and, to the extent practicable, in a language the parents can understand:

- Continue weekly teacher newsletters
- Continue regular reminders of school events and happenings
- Continue daily communication with parents (daily folder, discipline chart, school information)
- Campus has five bilingual employees to assist ESL parents

## **ADOPTION**

This Campus-Level Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance logs.

This policy was adopted by the **IC French Elementary Campus** on **May 23, 2011**, and will be in effect for the period of July 1, 2010 through June 30, 2011. The campus will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2011.

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# PREFACE

To Students and Parents:

Welcome to school year 2011-2012. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Cuero Independent School District Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Cuero ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook, posted on the Cuero ISD website at [www.cueroisd.org](http://www.cueroisd.org), or available in the principal’s office.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between board policy including the Student Code of Conduct and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct that were most recently adopted by the board are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Also, please complete and return to your child’s campus the following required forms:

1. Parental Acknowledgment Form;
2. Student Directory Information Form and Release of Student Information;
3. Release of Information to Military Recruiters and Institutions of Higher Education Forms;  
and
4. Consent/Opt-Out Forms.

See **Obtaining Information and Protecting Student Rights** and **Directory Information** for more information.

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the district office or online at [www.cueroisd.org](http://www.cueroisd.org).

# SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Cuero ISD Student Handbook includes information on topics of particular interest to you as a parent.

## PARENTAL INVOLVEMENT

### ***WORKING TOGETHER***

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.
- Becoming a school volunteer. For further information, see policies at GKG and contact the campus principal.
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus principal.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**.]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

***PARENT INVOLVEMENT COORDINATOR***

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Ruby Rodriguez and may be contacted at 361-275-1916.

**PARENTAL RIGHTS**

***OBTAINING INFORMATION AND PROTECTING STUDENT RIGHTS***

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

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

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

***“OPTING OUT” OF SURVEYS AND ACTIVITIES***

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

### ***INSPECTING SURVEYS***

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

### ***REQUESTING PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF***

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

### ***REVIEWING INSTRUCTIONAL MATERIALS***

As a parent, you have a 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 your child.

[Also see **Removing a Student from Human Sexuality Instruction** for additional information.]

### ***DISPLAYING A STUDENT'S ARTWORK AND PROJECTS***

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

### ***ACCESSING STUDENT RECORDS***

You may review your child's student 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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

***GRANTING PERMISSION TO VIDEO OR AUDIO RECORD A STUDENT***

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

***GRANTING PERMISSION TO RECEIVE PARENTING AND PATERNITY AWARENESS INSTRUCTION***

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district’s parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.

***REMOVING A STUDENT TEMPORARILY FROM THE CLASSROOM***

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

***REMOVING A STUDENT FROM HUMAN SEXUALITY INSTRUCTION***

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, please contact the District Nurse for a summary of the district’s curriculum regarding human sexuality instruction.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district’s SHAC. Please see the campus principal for additional information.

***EXCUSING A STUDENT FROM RECITING THE PLEDGES TO THE U.S. AND TEXAS FLAGS***

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and A Minute of Silence** and policy EC(LEGAL).]

***EXCUSING A STUDENT FROM RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE***

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

***REQUESTING LIMITED OR NO CONTACT WITH A STUDENT THROUGH ELECTRONIC MEDIA***

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

### ***REQUESTING NOTICES OF CERTAIN STUDENT MISCONDUCT***

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 your child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO(LEGAL) and the *Student Code of Conduct*.]

### ***PROHIBITING THE USE OF CORPORAL PUNISHMENT***

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year.

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

### ***SCHOOL SAFETY TRANSFERS***

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the superintendent or designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information. [See policy FDB.]

[See **Bullying** and policy FFI(LOCAL).]

- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- To request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE(LOCAL).]

### ***REQUESTING CLASSROOM ASSIGNMENT FOR MULTIPLE BIRTH SIBLINGS***

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request 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 policy FDB(LEGAL).]

### ***PARENTS OF STUDENTS WITH DISABILITIES***

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Special Programs on and contact the Special Education Director at 361-275-6766.

### ***Request for the Use of a Service Animal***

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

### ***Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education***

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities***. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, ***A Guide to the Admission, Review, and Dismissal Process***.

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org/>
- Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Brian Billstein at 361-275-6766.

***PARENTS OF STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH***

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

***ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES***

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.
- In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than three excused absences per year for this purpose.
- Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

***STUDENT RECORDS***

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, 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, auditor, medical consultant, therapist or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; or investigating or evaluating programs.
- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the superintendent’s office is 405 Park Heights Drive, Cuero, TX 77954.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded

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

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

The district’s policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office or on the district’s website at [www.cueroisd.org](http://www.cueroisd.org).

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

**Please note:**

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office  
U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

**Directory Information**

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in this handbook OR included in the forms packet.]

**Directory Information for School-Sponsored Purposes**

The district often needs to use student information for the following school-sponsored purposes:

CISD BOARD POLICY [FL(LOCAL)] states: For the purposes of this policy, “school officials” shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities.

School officials have a “legitimate educational interest” in a student’s records when they are working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; or investigating or evaluating programs.

For these specific school-sponsored purposes, the district would like to use your child’s

- student name,
- address,
- telephone listing,
- electronic mail address,
- photograph,
- and date and place of birth,
- as well as major field of study;
- degrees, honors, and awards received;
- dates of attendance;
- grade level;
- most recent educational institution attended;
- participation in officially recognized activities and sports;
- and weight and height of members of athletic teams.

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

### **Release of Student Information to Military Recruiters and Institutions of Higher Education**

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written

consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

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

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the superintendent or campus principal.

### **ABSENCES/ATTENDANCE**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed below:

#### **Compulsory Attendance**

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18<sup>th</sup> birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA.]

Students enrolled in prekindergarten or kindergarten are required to attend school.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

#### ***EXEMPTIONS TO COMPULSORY ATTENDANCE***

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

***FAILURE TO COMPLY WITH COMPULSORY ATTENDANCE***

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

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

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

If a student between the ages of 12 and 18 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

If the student is age 18 or older, the student, but not the student's parents, would be subject to penalties as a result of the student's violation of state compulsory attendance law.

[See policy FEA(LEGAL).]

### ***ATTENDANCE FOR CREDIT***

To receive credit 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 for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

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

## **PARENT’S NOTE AFTER AN ABSENCE**

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. If the note is not received within three (3) school days, the absence(s) will be considered unexcused. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older.

## **DOCTOR’S NOTE AFTER AN ABSENCE FOR ILLNESS**

Upon return to school, a student absent for four or more consecutive days or nine cumulative days per semester because of a personal illness must bring a statement from a doctor health clinic verifying the illness or condition that caused the student’s extended absence from school. [See FEC(LOCAL).]

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 student’s absence from school.

[See policy FEC(LOCAL).]

## **Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS.

## **CLASSIFICATION OF ABSENCES**

According to the State of Texas absences shall be classified as follows:

### 1. Excused

- Personal illness - a doctor’s statement will be required for four or more consecutive days, and after the ninth absence per semester.
- Serious illness or death in the immediate family.
- Medical or dental appointment
- Religious Holy Days as specified in the Texas Education Code.
- Parent request days. There may be times when circumstances dictate that parents must take their children out of school for family reasons and other justified reasons; therefore, certain absences may be classified as excused on request of parents **when approved by the principal or assistant principal**. Requests may not exceed three days per year and requests will not be granted for days designated as semester test days. Student academic progress **and attendance** will also be taken into consideration before requests are approved/denied.
- School mandated suspension
- Days as runaway (if filed by parent/guardian)
- Participation in Court Proceedings
- Completion of a competency-based program for at-risk students
- Participation in a substance abuse rehabilitation program

## 2. Unexcused

- Any absence which is known and approved by parents, but which cannot be classified as an excused absence according to the above policy defining excused absences. **Students who miss more than half the class will be unexcused absent for that class.**
- Truancy--Students absent from school without prior permission of parent(s) or guardian(s), or absent from class without the principal's permission, shall be considered truant and shall be subject to disciplinary action.
- Tardies - Students who **miss more than half** the class will be counted unexcused absent for that period.
- Students shall receive **no higher than a 70** on any make-up work after an unexcused absence or truancy.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. It is the student's responsibility to find out the assignments and make up the work on a one-to-one daily ratio on homework, and teacher discretion on larger assignments. Failure to make up assigned work within the time allotted by the teacher will result in adverse consequences.

A student who is not in their room when the tardy bell rings is tardy and will receive disciplinary action. Repeated instances of tardiness shall result in more severe disciplinary action.

At Cuero High School, a student who must leave school during the day must sign-out at the attendance office and bring a note from his or her parent that morning. A student who becomes ill during the school day will, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

### **ATTENDANCE PROCEDURES**

#### • **UNEXCUSED ABSENCES**

##### **2 unexcused absence in 4 week period**

- Truancy officer contacts parent/guardian by phone or home visit
- Initial Warning Letter detailing absences will be sent to parents

##### **3 unexcused absences in 4 week period**

- Campus administrator contacts parent/guardian by phone or home visit
- Student assigned 3 lunch detentions

##### **4 unexcused absences in 4 week period**

- Campus administrator contacts parent/guardian by phone or home visit
- Parent given the choice for their child to serve one of the following three options

- 1) One week of lunch detentions and one week of Responsibility Training after school
- 2) One week of lunch detentions and one boot camp (Age 10 to Age 17 for boot camp)
- 3) One week of lunch detentions and filed on in court

***Failure to complete one of the 3 options will result in truancy officer filing on parent(s) and/or student for truancy***

**5 unexcused absences in 4 week period** - Truancy officer will file on parent(s) and/or student in court for truancy.

If a student is absent from school without an excuse on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student’s parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25.094 or to referral to a juvenile court in a county with a population less than 100,000.

**EXCUSED ABSENCES**

**6 absences** - Warning Letter will be sent to parents

- **90% RULE: (excused and unexcused absences)**

**9 absences** - Warning Letter will be sent to parents

**TARDINESS**

**Grades EC-Grade 6**

Students arriving after morning announcements must report to the office for a pass to enter the classroom. Repeated instance of tardiness will result in disciplinary action:

- 6 tardies – verbal warning to student
- 12 tardies – recess detention and parent conference with principal

**Senior High School Tardy Policy--Per Semester**

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1st Tardy—Warning, Student Counseled | 4th Tardy—Administrative Detention |
| 2nd Tardy—Student Reflection         | 5th Tardy—Administrative Detention |
| 3rd Tardy—Parent Conference          | 6th Tardy—Principal’s D-Hall       |

### **Junior High School Tardy Policy--Per Semester**

1st Tardy—Warning, Student Counseled	4th Tardy—5 days lunch detention
2nd Tardy—1 day lunch detention	5th Tardy—5 days lunch detention
3rd Tardy—3 days lunch detention	6th Tardy—Administrative Detention

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*.

- **“Make Up Policy”**

A student will be required to make up days when dropping below the 90% rule for any course. Saturday School, Detention Hall or approved community service will be allowed for make-up days.

After a student has obtained 9 absences per semester, all other absences will be unexcused unless accompanied by a doctor’s statement or approved in advance by the principal or asst. principal.

If extenuating circumstances exist, the attendance committee has the right to waive the “make up policy”.

**NOTE:** 4 Hours SATURDAY SCHOOL = 8 Hours for attendance  
(16 hours of attendance cannot be made up with one day of Saturday School)

2 Hours of Detention = 4 Hours for attendance

- Students attending or participating in any school sponsored/school related activity on or off school property are considered to be present—not absent from school. Therefore, they will not be permitted to have additional days to turn in missed assignments. They will be responsible for knowing what assignment is due the day they return to school.

### **ACADEMIC PROGRAMS**

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

[See **Academic Counseling**.]

### **AWARDS AND HONORS**

**Cuero Senior High School:** Each year in May the Cuero High School holds the annual Awards Day Assembly. At this time the highest ranking student in each subject will be recognized and will receive an achievement award. The recipient in each subject will be determined by his grade average from the beginning of the school year to the date designated by the principal. At this time special awards, attendance awards, civic awards, and scholarships will be presented.

Academic awards will be made to four of the eight highest ranking students in each grade. Of these eight, the four scoring the highest on a standardized test (providing they score above the 90<sup>th</sup> percentile) will be recommended to the principal for final approval for the Academic Award. A student may receive an Academic Award in addition to awards given in UIL competition.

The award for academic recipients will be as follows:

1st Year—Bronze Medal

3rd Year—Gold Medal

2nd Year—Silver Medal

4th Year—Blanket

Nomination shall be based only on scholarship and citizenship. A student may meet the requirements for an award and not receive the award, if, in the opinion of the awards committee, the student has not displayed proper attitudes toward the school, the teaching staff, and fellow students.

**Cuero Junior High School:** Each year in May the Cuero Junior High School holds the annual Awards Day Assembly. Special awards, attendance awards, and civic awards will be presented during the assembly. Since attendance is recorded each class period, students must be present each period on each school day in order to be recognized for Perfect Attendance at the end of the year.

**Cuero Intermediate School:** At the end of each nine-weeks and at the end of the year, Award Recognitions will be held. Since attendance is recorded each class period, students must be present each period on each school day in order to be recognized for Perfect Attendance.

**Elementary Campuses:** At the end of each nine-weeks and at the end of the year, Award Recognitions will be held. [See Academic Counseling.]

## **BULLYING**

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior:

- results in harm to the student or the student's property,
- places a student in fear of physical harm or of damage to the student's property, or
- is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

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, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has

occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

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

[Also see **School Safety Transfers** and policy FFI(LOCAL).]

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

The district offers career and technical education programs in Agriculture, Homemaking, Business, Health Services, and Industrial Technology. Admission to these programs is based on aptitude, prerequisite courses, teacher approval, and space availability.

The Cuero ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. (Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.)

## **CHILD SEXUAL ABUSE**

The district has established a plan for addressing child sexual abuse, which may be accessed at CISD Administration Building. The contact person is Pam Longbotham at 361-275-1922. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and 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.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

The following Web sites might help you become more aware of child abuse and neglect:

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

## **CLASS RANK / HIGHEST RANKING STUDENT**

EIC (LOCAL)

ACADEMIC ACHIEVEMENT: CLASS RANKING

VALEDICTORIAN AND  
SALUTATORIAN

To be eligible for valedictorian and salutatorian, a student shall have been enrolled in the District high school all of his or her junior and senior years and shall have fulfilled the requirements for the Recommended High School Program or the Distinguished Achievement Program. [See also EIF] During his or her tenure at the high school, the student shall have taken at least three courses designated as honors courses.

CLASS RANKING

For class ranking and academic average, courses shall be weighted as follows:

Six points per semester shall be granted to all honors, AP, and advanced courses (courses beyond those required in the four areas of mathematics, science, social studies, and English).

Only those grades from courses taken during the regular school year shall be used in determining a student's rank. Grades earned from schools not accredited by accepted accreditation agencies (TEA, SASC, and the like) shall not be used to determine class rank.

Only academic courses shall be used to compile grade averages. Academic courses include all except athletics, band, choir, physical education, and student aide.

Actual grades that students earned during the school year shall be posted on the Academic Achievement Record. Bonus points shall be used only to compute class ranking order and grade point average.

## ***CLASS SCHEDULES***

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

## ***COLLEGE AND UNIVERSITY ADMISSIONS***

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

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

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 students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

Students and parents should contact the counselor for further information about the application process and deadlines.

(See also Class Rank/Highest Ranking Student for more information specifically related to how the district calculates a student's rank in class.)

EHDD  
(LOCAL)

EXTENDED INSTRUCTIONAL PROGRAMS:  
COLLEGE COURSE WORK/DUAL CREDIT

PARTNERSHIP  
PROGRAMS

Eligible students may enroll in partnership programs with Texas colleges or universities in accordance with the agreement between the District and the college or university. These partnership programs may include:

1. Award of high school credit only.
2. Award of concurrent course credit at community colleges.
3. Award of dual credit at universities.
4. Tech-prep programs.
5. Remedial or developmental instruction to pass state-mandated assessments or the Texas Higher Education Assessment (THEA) Test.

Credit toward high school graduation for completed courses shall be earned in accordance with District regulations and guidelines.

OTHER COLLEGE-  
LEVEL COURSES

According to District criteria and guidelines, students may be awarded credit toward high school graduation for completing a college-level course in an accredited college or university that is not in a partnership program with the District.

### ***COLLEGE CREDIT COURSES***

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with various junior colleges; and,
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information.

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

### ***COMPLAINTS AND CONCERNS***

Usually student or parent complaints or concerns can be addressed 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 has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at [www.cueroisd.org](http://www.cueroisd.org).

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

### **COMPUTER AND TECHNOLOGY RESOURCES**

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

### **CONDUCT**

#### ***APPLICABILITY OF SCHOOL RULES***

As required by law, the board has adopted a ***Student Code of Conduct*** that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the ***Student Code of Conduct***. Students and parents should be familiar with the standards set out in the ***Student Code of Conduct***, as well as campus and classroom rules.

To achieve the best possible learning environment for all students, the ***Student Code of Conduct*** and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

***DISCIPLINE MANAGEMENT PLAN***

The classroom teacher can successfully manage many behaviors. There will be immediate and consistent intervention of any behavior that interferes with an orderly classroom environment or the orderly operation of the school. The teacher and principal will maintain a record of offenses and disciplinary actions. Parents will be notified. When students are written up, teachers will give a copy to the student.

<p><b>STANDARD SCHOOL RULES</b></p> <ul style="list-style-type: none"> <li>• Follow the directions of the staff</li> <li>• Observe classroom courtesy (Respect others)</li> <li>• Bring necessary books and supplies to class</li> <li>• Participate in the objectives of classroom instruction (No disruptions)</li> <li>• Attend class on time</li> <li>• Follow classroom rules</li> <li>• No gum chewing allowed</li> </ul>		
<p><b>LEVEL I</b> offenses are those offenses which are generally corrected under the direction of the teacher. Level I offenses are not limited to only those listed. Good judgment must be employed to assure an orderly environment. Other infractions that negatively affect the teaching-learning process may be included. <i>Repeated violations shall result in a more severe response including movement to Level II.</i></p>		
LEVEL	OFFENSES	CONSEQUENCES
I	<ul style="list-style-type: none"> <li>• Violation of posted/standard classroom rules</li> <li>• Violation of staff directive</li> <li>• Scuffling or running in the classroom or building (horseplay)</li> <li>• Dress Code Violations (fixable)</li> <li>• PDA-Public Display of Affection (minor)</li> <li>• Excessive tardies</li> </ul>	<ul style="list-style-type: none"> <li>• Private discussion of behavior</li> <li>• Verbal correction</li> <li>• Counseling</li> <li>• Parent conference</li> <li>• Withdrawal of privileges</li> <li>• Movement of student to another seat</li> <li>• D-Hall (teacher-held)</li> <li>• Self Reflection</li> </ul>
<p>When the student fails to correct the inappropriate behavior after reasonable Level I consequences have been assigned, the staff may refer the students to the principal. The staff may refer a student immediately for severe disruptions.</p>		

**Level II** offenses include persistent repetition of Level I offenses and other offenses in the classroom and on the campus that require administrator intervention. The disciplinary action will depend on the offense, previous actions and the seriousness of misbehavior.

LEVEL	OFFENSES	CONSEQUENCES
<b>II</b>	<ul style="list-style-type: none"> <li>• Violations of parking lot infractions</li> <li>• Continued violation of school rules</li> <li>• Lying</li> <li>• Cheating</li> <li>• Repeated Level I offenses</li> <li>• Cafeteria disturbance</li> <li>• Misbehavior at school sponsored events</li> <li>• Theft of another's property of minor value up to \$5.00 value</li> <li>• Minor damage to the property of others up to \$5.00 value</li> <li>• Tobacco violation</li> <li>• Truancy</li> <li>• Dress code violation</li> <li>• Purposeful use of profane or abusive language</li> <li>• Leaving school grounds</li> <li>• Out of assigned areas on school property</li> <li>• Insubordination</li> <li>• Inappropriate remarks about or to another student</li> <li>• Violation of cell phone rules</li> <li>• Possession of prohibited items</li> <li>• PDA-Public Display Affection (major)</li> <li>• Excessive tardies</li> </ul>	<ul style="list-style-type: none"> <li>• Corporal punishment- counts as an administrative D-Hall</li> <li>• Withdrawal of privileges</li> <li>• Parent conference</li> <li>• Restitution of damages</li> <li>• Administrative D-Hall</li> <li>• Removal to Principal's D-Hall</li> <li>• Removal to the alternative campus</li> <li>• Law enforcement referral</li> <li>• Counseling with school counselors</li> </ul>

***\*Level II offenses are not limited to only those listed above.***

Continued misbehavior could result in the assignment of more severe discipline action, including permanent removal from classes. Serious offenses include but are not limited to those listed below. Persistent misbehavior shall be defined as two or more referrals from Level II.

LEVEL	OFFENSES	CONSEQUENCES
<p style="text-align: center;"><b>III</b></p>	<ul style="list-style-type: none"> <li>• Theft exceeding \$5.00</li> <li>• Vandalism of property in which damage exceeds \$5.00</li> <li>• Fighting- hitting, kicking, biting (one or more students)</li> <li>• Bullying</li> <li>• Threatening or intimidating other individuals, purposefully agitating another</li> <li>• See Student Code of Conduct for listing of offenses requiring mandatory placement in and Alternative Education Program (AEP)</li> <li>• Excessive tardies</li> </ul>	<ul style="list-style-type: none"> <li>• Principal’s D-Hall</li> <li>• Suspension from school for up to three (3) days</li> <li>• Assignment to the alternative campus (DAEP)</li> <li>• Corporal punishment with parental consent</li> <li>• Motivation Day Boot Camp</li> </ul>
<p><i>*Level III offenses are not limited to only those listed above.</i></p>		
LEVEL	OFFENSES	CONSEQUENCES
<p style="text-align: center;"><b>IV</b></p>	<ul style="list-style-type: none"> <li>• Finding of incorrigible conduct</li> <li>• See Student Code of Conduct for listing of offenses requiring mandatory expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Long-term placement in DAEP</li> </ul>

Any subsequent offenses will result in principal’s D-Hall (OFI). D-Hall offenses do not have to be in any specific order. Punishment will be assigned appropriately for the misbehavior. Students may have a principal’s D-Hall assignment before having an administrative D-Hall if that is the appropriate punishment for the misbehavior. After three Principal’s D-hall/after school (OFI) sessions, students may be placed in DAEP for the next administrative level offense.

***CORPORAL PUNISHMENT***

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

***FO(LOCAL)***

Corporal punishment may be used as a discipline management technique in accordance with the Student Code of Conduct. Corporal punishment shall be limited to spanking or paddling the student and shall be administered only in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal or designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

The District shall honor a parent request that corporal punishment not be administered to his or her child; however, the District shall impose other disciplinary measures consistent with the offense.

The disciplinary record of any corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the names of witnesses present, and the date and time of punishment.

### **GENERAL GUIDELINES**

*When imposing discipline, District personnel shall adhere to the following general guidelines:*

1. *Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.*
2. *Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:*
  - a. *The seriousness of the offense;*
  - b. *The student's age;*
  - c. *The frequency of misconduct;*
  - d. *The student's attitude;*
  - e. *The potential effect of the misconduct on the school environment;*
  - f. *Requirements of Chapter 37 of the Education Code; and*
  - g. *The Student Code of Conduct adopted by the Board.*

### **STUDENT CODE OF CONDUCT**

*The Student Code of Conduct containing information regarding student discipline shall be distributed at the beginning of the school year to students and parents, teachers, and administrators. The Student Code of Conduct shall be provided also to newly hired professional employees, newly enrolled students, and any other person on request.*

## **REVISIONS**

*Revisions to the Student Code of Conduct during the year shall be communicated promptly to students and parents, teachers, and administrators and shall also be posted on campus.*

## **'PARENTS' DEFINED**

*Throughout the Student Code of Conduct and discipline policies, the term "parents" includes the single parent, legal guardian, or person having lawful control of the child.*

## **DETENTION**

*For minor infractions of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days, as provided by the discipline management program and/or Student Code of Conduct. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation, and shall be given an opportunity to explain his or her version of the incident. The period of time for which a student is assigned to detention shall be used for educational purposes.*

## **DISRUPTIONS OF SCHOOL OPERATIONS**

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by 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 district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

## **RADIOS, CD PLAYERS, OTHER ELECTRONIC DEVICES AND GAMES, AND CELL PHONES**

Any disciplinary action will be in accordance with the *Student Code of Conduct* and may include confiscation of the device. The school may charge the owner for the release of certain telecommunications devices.

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

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

Making or participating in any way in the making of a recording in any media (digital, video, audio) of an actual or simulated act that involves conduct prohibited by any other provision of the Student code of Conduct. If the recording is transmitted to or played on or through the internet, or is transmitted to any other electronic or digital device that permits subsequent transmittal to or playing on any other type of electronic or digital device, a violation of this provision of the Student Code of Conduct becomes a mandatory DAEP placement offense. This provision of the Student Code of Conduct is violated even if all of the participants in the recording agree to being recorded.

Students that have permission from teachers for telecommunications devices in the instructional setting are not eligible for technical support and must adhere to the Technology Responsible Use Guidelines while on school grounds. The school is not liable for the theft or loss of any devices the student brings to school. Classroom instruction or regular duties of staff will not be disrupted to locate lost devices. In addition, the school is not responsible for students who bring their own internet connectivity via air-cards or data-plan on a mobile device.

### **Cuero Senior High**

Students may use personal electronic devices (i.e., electronic readers, laptops, smart phones) in the classroom for educational purposes based solely on teacher approval.

For safety purposes, the District allows CHS students to possess cell phones. Cell phones and ALL other electronic devices (pagers, radios, CD players, MP3 players, I-Pods, etc) **must remain turned off during the instructional day, including passing periods.** Electronic devices may be used **outside** the campus buildings before school (defined by the first take-up bell of the school day), during lunch, and after school (defined by the last bell of the school day). Continued violations of rules concerning electronic devices may result in charges (not to exceed \$15) and/or retention of the device for the remainder of the school year.

If an item in the above list is ***visible or heard anywhere on campus, at any time during the school day*** the following consequences will result in:

- **1<sup>st</sup>:** Phone/electronic device being confiscated will require a \$15 return fee to the parent/legal guardian at the end of the school day
- **2<sup>nd</sup> violations:** Phone/electronic device being confiscated; student assignment of Administrative D-Hall; \$15 return fee to the parent/legal guardian
- **3<sup>rd</sup> violation** - device will be kept until the final day of the school year; student assignment of 1 day Principal D-Hall; a \$15 return fee to the parent/legal guardian

The device will not be returned until the \$15 fee has been paid and the noted detention served. These offenses are cumulative and not for any separate device. Any device that is not included above will be at the administrator's discretion including any offenses exceeding three.

***Phones and electronic devices brought to campus will be done so at the student's own risk. No administrative time will be spent searching for stolen, lost or damaged phones/electronic devices.***

### **Cuero Junior High School**

Students may use personal electronic devices (electronic readers, laptops, smart phones) in the classroom for educational purposes based solely on teacher approval.

Cell phones	Pagers
Radio	CD player
Tape recorder	Camcorder
DVD player	Camera
iPod	MP3 player
Any other electronic device or game	

If any item listed above is visible, heard, or used anywhere on campus, at any time during the school day (7:30 a.m.-3:45 p.m.) or during any after-school programs such as tutoring, etc., **without teacher approval**, the following consequences will result:

- **1<sup>st</sup> & 2<sup>nd</sup> violations:** Phone/electronic device being confiscated; student assignment of Administrative D-Hall; \$15 return fee to the parent/legal guardian
- **3<sup>rd</sup> violation** - device will be kept until the final day of the school year; student assignment of 2 days Administrative D-Hall; a \$15 return fee to the parent/legal guardian

The device will not be returned until the \$15 fee has been paid and the noted detention served. These offenses are cumulative and not for any separate device. Any device that is not included above will be at the administrator's discretion including any offenses exceeding three.

***Phones and electronic devices brought to campus will be done so at the student's own risk. No administrative time will be spent searching for stolen, lost, or damaged phones/electronic devices.***

### **Cuero Intermediate School**

Students will **not** bring the following to school without prior approval of the Principal or Assistant Principal:

Cell phone	Any type of electronic pager
Radio	DC Player
Tape Recorder	Camcorder
DVD Player	Camera
iPod	MP3 Player
Any other electronic device or game	

Any violation will result in the device (including cell phones) being confiscated with the following disciplinary actions being taken:

- 1<sup>st</sup> offense                                   -\$15.00 device return fee to the parent / legal guardian  
  -2 days lunch / recess detention
- 2<sup>nd</sup> offense                                   -\$15.00 device return fee to the parent / legal guardian  
  -3 days lunch / recess detention
- 3<sup>rd</sup> offense                                   -Device will be kept until the final day of the school year,  
  plus a \$15.00 return fee to the parent or legal guardian,  
  -2 days Administrative Detention  
  (After school, 3:45 p.m. until 4:45 p.m.)  
  Dates will be determined by administrator.  
  -The device will not be returned until the \$15.00 has been  
  paid and the noted detention served. These offenses are  
  cumulative and not for any separate device. Any device  
  that is not included above will be at the administrator's  
  discretion including any offenses exceeding three.

Students needing to have cell phones after school must:

- receive prior approval from Principal or Assistant Principal, and
- leave them at the office until after school or a return time previously determined.

**Hunt Elementary, and John C. French Elementary**

Students should ***not*** bring the following items to school:

- |                                     |            |
|-------------------------------------|------------|
| Cell phones                         | Pagers     |
| Radio                               | CD player  |
| Tape recorder                       | Camcorder  |
| DVD player                          | Camera     |
| iPod                                | MP3 player |
| Any other electronic device or game |            |

Any violation will result in the device (including cell phones) being confiscated with the following disciplinary actions being taken:

Each offense                                   \$15.00 device return fee to the parent / legal guardian

***INAPPROPRIATE USE OF TECHNOLOGY***

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 applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person 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 may, in certain circumstances, be reported to law enforcement.

### ***DISRUPTIONS OF SCHOOL OPERATIONS***

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by 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 district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

### ***SOCIAL EVENTS***

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

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

### ***CONTAGIOUS DISEASES / CONDITIONS***

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

### ***FIELD TRIP***

Campuses encourage all students to attend school field trips. With principal approval, parents are welcome to accompany classes on field trips, but must provide their own transportation and expense. All students must ride in transportation provided by the District to the field trip site. If permission is requested, in writing, and obtained from the principal, parents may take their child home from the field trip in their vehicle.

Students with a temperature of 100.4° or greater and/or has a communicable illness as determined by the school nurse, will not be allowed to attend school or a school related activity i.e. field trips for that day.

### **John C. French, Hunt Elementary, Cuero Intermediate, and Cuero Junior High School Students:**

If a student has a “U” during the current nine-weeks in conduct or has received a school discipline slip during the 10 school days prior to the trip, the student will not be allowed to attend the field trip or co-curricular activities.

**Cuero Junior High School:** If a student is failing during the current reporting period or has been assigned to the Behavioral Room in the past nine weeks, they will not be allowed to attend field trips. Also, if a student has been placed in DAEP during the current school year, they cannot attend field trips.

## **COUNSELING**

### ***ACADEMIC COUNSELING***

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 6 through 12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

### ***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 issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact their campus counselor’s office to make an appointment.

### ***PSYCHOLOGICAL EXAMS, TESTS, OR TREATMENT***

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to EHBAA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

### **COURSE CREDIT**

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

### **CREDIT BY EXAM—*IF A STUDENT HAS TAKEN THE COURSE***

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject.

Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

[For further information, see the counselor and policy EEJA(LOCAL).]

The District shall give a student in grades 6–12 credit for an academic subject in which the student *has received no prior instruction* if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District shall enter the examination score on the student's transcript.

The Superintendent or designee shall be responsible for development or selection of tests to be used to grant credit to students *without prior instruction in a subject area or grade level*. Whether tests are developed by the District or purchased from a source approved by the State Board of Education, each examination shall thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

[For further information, see the counselor and policies EEJB.]

## **CREDIT BY EXAM—IF A STUDENT HAS NOT TAKEN THE COURSE**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2011–2012 school year will be announced.

A student will earn course credit with a passing score of at least 90 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

### ***DATING VIOLENCE***

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

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

## ***DISCRIMINATION***

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

## ***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; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at [www.cueroisd.org](http://www.cueroisd.org)

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

## ***SEXUAL HARASSMENT***

Sexual harassment of a student by an employee, volunteer, or another student is 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 prohibited 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 false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

## **REPORTING PROCEDURES**

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

## **INVESTIGATION OF REPORT**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

In the event 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.

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.

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

## **DISCRIMINATION**

See **Dating Violence, Discrimination, Harassment, and Retaliation**.

## **DISTANCE LEARNING**

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

The 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations**.]

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive

permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

## **EHDE(LEGAL)**

### **DISTANCE LEARNING**

Credit toward state graduation requirements may be granted for distance learning courses only as follows:

1. Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, and instructional television.
2. The distance learning courses must include the state-required essential knowledge and skills for such a course.

*19 TAC 74.23*

### **STATE VIRTUAL SCHOOL NETWORK**

“Electronic course” means a course in which:

Instruction and content are delivered primarily over the Internet;

A student and teacher are in different locations for a majority of the student’s instructional period;

Most instructional activities take place in an online environment;

The online instructional activities are integral to the academic program;

Extensive communication between a student and a teacher and among students is emphasized; and

A student is not required to be located on the physical premises of the District or open-enrollment charter school.

*Education Code 30A.001(4)*

A qualifying district may provide an electronic course through the state virtual school network to students enrolled in that district or students enrolled in another district or open-enrollment charter school. *Education Code Ch. 30A*

An electronic course or program that was offered or could have been offered during the 2008–09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the state virtual school network. *Education Code 30A.006*

NOTICE

At the time and in the manner that the District informs students and parents about courses that are offered in the District's traditional classroom setting, the District shall notify parents and students of the option to enroll in an electronic course offered through the state virtual school network.

REQUESTS TO ENROLL

A district in which a student is enrolled as a full-time student may not unreasonably deny the request of a parent of a student to enroll the student in an electronic course offered through the state virtual school network. The District shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances.

The District is not considered to have unreasonably denied a request to enroll a student in an electronic course if:

The District can demonstrate that the course does not meet state standards or standards of the District that are of equivalent rigor as the District's standards for the same course provided in a traditional classroom setting;

1. A student attempts to enroll in a course load that:
  - a. Is inconsistent with the student's high school graduation plan; or
  - b. Could reasonably be expected to negatively affect the student's performance on an assessment instrument administered under Education Code 39.023; or
2. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the district providing the course.

APPEALS

A parent may appeal to the Commissioner the District's decision to deny a request to enroll a student in an electronic course offered through the state virtual school network. The Commissioner's decision under this subsection is final and may not be appealed.

*Education Code 26.0031*

During a student's senior year, a student may not enroll in an on-line course from any college and receive high school credit if that same course is taught face-to-face or through ITV on the CHS campus as dual-credit instruction.

Additionally, students who take college credit courses at locations other than face-to-face or ITV on-CHS campus dual-credit instruction associated with Victoria College or any other college must complete that course work by the end of the summer before their expected year of graduation. The student must ensure that an official transcript of grades for those courses taken is received by counselors no later than September 15 of the academic year the student expects to graduate.

Credit toward high school graduation for completed courses shall be earned in accordance with District regulations and guidelines.

## **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

### ***SCHOOL MATERIALS***

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

The school newspaper and the yearbook are available to students.

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

[See **Directory Information for School-Sponsored Purposes.**]

### ***NONSCHOOL MATERIALS...FROM STUDENTS***

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

The principal has designated specific areas as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

A student may appeal a principal's decision in accordance with policy FNG(LOCAL). Any student who posts nonschool material without prior approval will be subject to disciplinary action in accordance with the ***Student Code of Conduct***. Materials displayed without the principal's approval will be removed.

### ***NONSCHOOL MATERIALS...FROM OTHERS***

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal/superintendent for prior review. The principal/superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-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 nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

## **DRESS AND GROOMING**

### **Standardized Dress and Grooming**

The District's dress code is established to

- teach grooming and hygiene,
- instill discipline,
- prevent disruption,
- avoid safety hazards, and
- teach respect for authority.

Students shall come to school looking clean and neat, wearing clothing that will not be a health or safety hazard to the student or others.

The District prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF(L) and prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations. A student whose clothing violates the dress code shall not be allowed to return to class until the dress code violation is corrected.

The dress code applies anytime a student is on campus during a normal school day and anytime a student is involved in an event or extra-curricular activity that represents Cuero ISD. Repeated offenses may result in more serious disciplinary action. Appropriate disciplinary procedures shall be followed in all cases.

The following requirements are set forth to govern the grooming and appearance standards for the district, however, school administrators reserve the right to make judgment calls concerning the appropriateness of dress and grooming when necessary.

## All Students-All Grade Levels

- **Shirts**

Buttoned, solid color oxford (western-style permissible) or polo shirts/blouses will be worn. All shirts will be free of words and/or pictures, etc. Logos (Izod, Polo, Dockers, etc.) may not be any larger than 1-inch square. All shirt buttons, except the collar button, must be buttoned at all times. All shirts will have a collar and sleeves.

An approved, Cuero Gobbler, school-spirit shirt (including t-shirts) may be worn on any day of the week. The original construction of the Cuero Gobbler, school-spirit shirt cannot be modified or altered.

- **Bottoms**

Male students shall wear either pants or shorts.

Female students will be allowed to wear pants, shorts, skorts, or skirts.

Allowable colors will be khaki (tan), *navy* blue or black. Jeans are acceptable.

All bottoms must fit appropriately at the waist, be neatly hemmed, and be free of oversized logos and words. Company logos on back pockets are permitted. Pants with holes/tears may not be worn. Pants, trousers, or slacks shall not be overly tight, baggy, and/or low riding. Pants, shorts, and skirts must be hemmed and not frayed by the manufacturer. Minimal fraying in the back of the pants due to the natural wear and tear from boots and shoes is acceptable; however, the fraying must be trimmed to the pant hem. Nylon, athletic, or wind pants are not acceptable. Boxer or spandex shorts are not acceptable as outer wear.

- **Coats, Sweaters, Sweat Shirts, and Jackets, (including hooded):**

Coats, sweaters, sweat shirts, and/or jackets may be worn over regular daily dress code clothing and will not be limited in color or wording other than a restriction of offensive words or logos; or, words or logos that promote or advertise alcohol, tobacco, drugs, or illegal affiliations. School administrators reserve the right to make judgment calls concerning restriction of out garments.

- **Miscellaneous**

1. Belts must be worn on any pants, shorts, skirts, etc. that have belt loops in grades 4-12.
2. Hats, caps, bandanas, sweatbands, or any distracting headwear will not be permitted inside district school buildings at any time and on District property during the normal school day. (Exceptions made for school related activities).
3. Distracting neckwear is prohibited.
4. Taps on shoes and roller-wheeled shoes are not permitted.
5. Hair codes for male and female students will not be distracting, such as unusual designs, dyes, cut, or lines. All hair dyes must be a natural color. Dreadlocks will not be allowed. Administrators have the right to determine and define distracting.

6. No distracting piercing or other distracting materials (nose, eyebrow, lips, tongue, naval, mouth grillz, etc.) are allowed. Administrators have the right to determine and define distracting.
7. See through clothing is not permitted.
8. Grades 7-12: All student footwear must have either a closed toe or a closed heel. House shoes, distracting, or unsafe shoes are not permitted. Principal's discretion is final. Elementary and intermediate students must follow the elementary/intermediate shoe rules.
9. Tattoos are discouraged.
10. No trench coats will be allowed.

- **Female Students**

1. All shirt buttons, except the collar button, must be buttoned at all times.
2. Skirts, sweaters, shorts, and pant-type clothing must be no shorter than fingertip length.
3. Skirts should be long enough to be in good taste and appropriate for the school setting. Decency when sitting shall be a prime factor in determining the appropriateness for the school setting.
4. Capri pants with slits are permitted.
5. Modest necklines are required for both the front and back of garments.
6. Proper undergarments and/or foundation garments must be worn. If more than one shirt is worn, then all shirts but the outer shirt must be tucked in.
7. See-through shirts that allow the display of undergarments must not be worn.
8. Shirts must be long enough to cover the midriff. NO BARE MIDRIFFS. Shirts that extend past the bottom of a normal sized back pant pocket must be tucked in.
9. Leggings may be worn and must follow the same color guidelines as pant bottoms.
10. No dresses will be allowed, only separates.

- **Male Students**

1. All shirt buttons, except the collar button, must be buttoned at all times.
2. Boys shall be clean-shaven. (No goatees, beards, mustaches, or any type of facial hair growth). Sideburns shall not extend below the ear lobe.
3. Hair must be neat and clean and cut above the eyebrow and off a t-shirt type collar (and not below the bottom of a "regular" style collar). The hair on the side may cover the ear to the bottom of the ear lobe but must be trimmed and neat. Hair length will be determined by length when pulled or combed straight down.
4. Earrings or any other piercing items may not be worn.
5. All shirts must be buttoned and tucked in, excluding shirts with elasticized waistbands and thick sweaters when not past the bottom of the back pocket. Shirts must be tucked in with the waistline or belt loops visible.

### **Elementary and Intermediate Campuses - Grades 4-6**

1. Closed toe and closed heel tennis shoes will be worn at all times.
2. No make-up or fake, acrylic nails shall be worn.
3. Shirts must be tucked in.

### **Elementary and Intermediate Campuses - Grades Pre K-3**

1. Closed toe and closed heel tennis shoes will be worn at all times.
2. No make-up or fake, acrylic nails shall be worn.
3. Shirts must be tucked in or overlap the waistband while standing, sitting, or bending.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student 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 offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

### ***POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING MOBILE TELEPHONES***

For safety purposes, the district permits students in grades 7-12 to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

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

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

### ***POSSESSION AND USE OF OTHER PERSONAL ELECTRONIC DEVICES***

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

### ***INSTRUCTIONAL USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES***

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. ***Students in grades 7-12*** must obtain prior approval from their classroom teacher before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). ***When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.***

### ***ACCEPTABLE USE OF DISTRICT TECHNOLOGY RESOURCES***

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### ***UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES***

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

illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

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

### ***END-OF-COURSE (EOC) ASSESSMENTS***

See **Course Credit, Grading Guidelines, Graduation, and Standardized Testing**.

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil texas.edu> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities 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.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

### ***STANDARDS OF BEHAVIOR***

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are

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

*[FOR FURTHER INFORMATION, SEE POLICIES AT FM AND FO. FOR STUDENT-ORGANIZED, STUDENT-LED GROUPS, SEE **MEETINGS OF NONCURRICULUM-RELATED GROUPS***

### **FM(LOCAL) EXTRACURRICULAR ACTIVITY ABSENCES**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year ten extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition.

Additional absences, to a maximum of 14, shall be permitted for any level of competition.

[See policy **FO(LOCAL)** for further information.]

#### ***Cuero Senior High School Student Organizations:***

*Anchor Club* – The Cuero Anchor Club is sponsored by the Cuero Rotary Club. It is not a school sponsored organization. It is a civic organization that performs various activities for the community. The organization meets once a month to discuss future involvement in activities and events. All students at Cuero High School are welcome.

*Athletics* – Cuero High School is a member of the University Interscholastic League, the organization governing every phase of public school competition. Athletes should be aware of the NCAA core curriculum and the Initial Eligibility Index if they have aspirations of participating in Division I athletics. ***Be sure to contact your coach or counselor for the information.***

*Band* – To be a member of the Cuero High School Band, a student must have the approval of the band director.

*Business Leaders of Tomorrow* – Business Leaders of America is a student-oriented organization for the purpose of providing students enrolled in business/vocational programs a vehicle for learning and advancing. BLT is a curricular activity and an integral part of the education program.

*Cheerleaders* – All candidates for cheerleader must file their names with the sponsor at the specified date before tryouts. To be eligible, a contestant must meet the requirements of the organization.

*Class Representatives* – At the beginning of each school year, classes elect officers for the current year at a time designated by the Student Council Executive Board and approved by the principal.

*Distributive Education Clubs of America* – DECA identifies the program of youth activity relating to Distributive Education Clubs of America and is designed to develop future leaders for marketing and distribution. It is the only national youth organization operating through the public schools to attract young people to careers in marketing and distribution. Purposes are to develop a respect

for education in marketing and distribution which will contribute to occupational competence and to promote understanding and appreciation for the responsibilities of citizenship in our free enterprise system.

*Future Farmers of America* – The FFA is the national organization of, by, and for students studying vocational agriculture in public secondary schools. As an integral part of the program of vocational education in agriculture in the public school system of America, the FFA has become well known in recent years. No national student organization enjoys a greater freedom of self-government under adult counsel and guidance than FFA. Organized in November 1928, it has served to motivate and vitalize the systematic instruction offered to students of vocational agriculture, and to provide further training in agriculture, leadership, cooperation, and citizenship.

*Family, Career, and Community Leaders of America* – FCCLA is the national organization of students studying homemaking in high schools of the United States and territories. As an integral part of the homemaking program, FCCLA provides opportunities for students to have additional experiences in planning and carrying-out activities related to homemaking. The overall goal of FCCLA is to help individuals improve personal, family, and community living now and in the future. Any student enrolled in a high school that is taking or has taken a homemaking course may become a member.

*Future Teachers of America* – FTA is a national organization by and for students who plan to enter the field of education and is designed to develop future leaders in this area. Membership is open to students who have a genuine interest in the field of education.

*National Honor Society* – The objective of the National Honor Society shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in pupils of CHS. Candidates for membership in the NHS shall have been students for at least one semester in Cuero High School, and shall be members of the 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade. Selection is based on service, leadership, scholarship, and character.

*Publications* – The *Turkey Talk* is a newspaper published by the journalism classes of CHS and is available by subscription and by individual copy. The newspaper is affiliated with the Interscholastic League Press Conference from which it has received the award of Distinguished Merit. The **Gobbler Yearbook** is published each year by the annual staff. It includes pictures of the student body, activities, athletics, clubs, and faculty. Orders for yearbooks are placed at the beginning of the school year and they are issued the following opening of school.

*Student Council* – The purpose of the Student Council is to promote leadership among the students, to encourage their school spirit, to foster the ideals of democracy and citizenship, and to promote the welfare and well-being of the students of the Senior High School.

*Trotter Drill Team* – The Trotter organization is a select group of students who show outstanding character, poise, and ability to perform. To be eligible for membership, the individual must meet the requirements of the organization.

*Vocational Industrial Clubs of America* – VICA is a national organization for youth enrolled in trade and industrial education classes. The goal of VICA is to help students with interest in the trade, industrial, or technical fields become confident, mature, and productive citizens.

## **FEES**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and 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 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.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the

program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policies at FP.]

## **FUND-RAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 14 days before the event. [For further information, see policies at FJ and GE.]

### **Policy FJ(LEGAL) and (LOCAL)**

#### **CHARITABLE RAFFLES**

The District is not a “qualified nonprofit organization” for purposes of the Charitable Raffle Enabling Act and shall not sponsor or conduct raffles, i.e., award one or more prizes by chance at a single occasion among a pool or group of persons who have paid or promised a thing of value for a ticket that represents a chance to win a prize. *Occupations Code 2002.001 et seq.; Atty. Gen. Op. JM-1176 (1990)* [See also GE]

#### **SCHOOL SPONSORED**

Fund-raising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades.

All fund-raising projects shall be subject to the approval of the principal.

Student participation in approved fund-raising activities shall not interfere with the regular instructional program. [See EC] Funds raised shall be received, deposited, and disbursed in accordance with CFD(LOCAL).

#### **BY OUTSIDE ORGANIZATIONS**

No outside organizations of any sort may solicit contributions of any type from students, within the schools.

#### **LOSS OF CLASS TIME**

The collection of monies that takes the time of the students or teachers during school hours is strictly forbidden, unless the monies collected represent payment for school lunches, monies that will benefit the school or its students, or other authorized fees. [See also FP]

The Board shall regularly be informed of approved fund-raising projects and shall periodically review the effect of such activity on the student body, the instructional program, and the community.

## **GANG-FREE ZONES**

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

## **GRADE CLASSIFICATION**

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

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

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

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

In grades EC-12, achievement is reported to parents as:

### **RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS**

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's

mastery level shall be a major factor in determining the grade for a subject or course.

**GUIDELINES FOR GRADING**

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

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

**PROGRESS REPORTING**

Grade reports shall be issued every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

**INTERIM REPORTS**

Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

**CONFERENCES**

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

**ACADEMIC DISHONESTY**

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

The Cuero ISD has adopted the following conversion scale for those schools that do use letter grades:

A+ = 98	B+ = 88	C+ = 78
A = 95	B = 85	C = 75 F = below 70
A- = 93	B- = 83	C- = 73

To convert the numerical grade average to a 4-point system, this mathematical equation shall be used:

$$\frac{\text{GPA}}{X} = \frac{100}{4}$$

Numerical grades will be issued on report cards and Academic Achievement Records. Grades of 69 and below are unsatisfactory and will indicate no credit earned. Grades of 70 and above will receive units of credit according to TEA regulations.

The letter “U” for unsatisfactory will prevent a student from making the Honor Roll.

### **EXEMPTION STANDARDS**

The student must be classified as a Junior or Senior **AND**...

1. maintain an 80 average with no more than one (1) absence per semester; or
2. maintain an 85 average with no more than two (2) absences per semester; or
3. maintain a 90 average with no more than three (3) absences per semester;

#### **AND**

1. May NOT have been placed in principal’s D-Hall, AEP, suspended during the semester, or received a “U” in conduct.

**NOTE: College and parent request days count toward absences.**

### **EIAB (LOCAL)**

#### **GRADING/PROGRESS REPORTS TO PARENTS: MAKE-UP WORK**

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

### **TESTS**

Students shall be permitted to take tests administered in any class missed because of absence.

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

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

### **LATE PROJECTS**

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

### **UNEXCUSED ABSENCES AND TRUANCY**

For students in grades 9-12, the grade for make-up work after an unexcused absence or truancy shall be no higher than 70.

SUSPENSION            The District shall not impose a grade penalty for make-up work after an absence because of suspension.

## **GRADUATION**

### ***REQUIREMENTS FOR A DIPLOMA***

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Also see **Standardized Testing**.

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

Also see **Grading Guidelines** above and **Standardized Testing** for more information.

### *GRADUATION PROGRAMS*

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

Effective with ninth graders in the 2011–2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

All students must meet the following credit and course requirements for graduation under the programs listed:

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
Social Studies	2.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1 (effective for grade 9 in 2010–2011 school year and thereafter)	1	1
Locally required courses	½ credit in Health; 1 credit in Technology Applications; ½ credit in Student Leadership beginning with 2011 freshmen	½ credit in Health 1 credit in Technology Applications	½ credit in Health 1 credit in Technology Applications
Electives	7.5 credits (prior to 2010–2011) 6.5 credits (2010–2011 and thereafter)	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures**
<b>TOTAL</b>	<b>22 credits</b>	<b>26 credits</b>	<b>26 credits</b>

\* 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, or social studies 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.

\*\* A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:

- a. A score of three or above on an Advanced Placement (AP) exam;
  - b. A score of four or above on an International Baccalaureate (IB) exam; or
  - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, 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 his or her regular campus should contact the 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 COURSEWORK COMPLETION***

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

### ***STUDENTS WITH DISABILITIES***

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. 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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

### **GRADUATION ACTIVITIES**

Graduation activities include graduation practice. It is the policy of Cuero Senior High School that all seniors must successfully attend graduation rehearsal in order to participate in the graduation ceremony. Students not fulfilling this requirement may come to the ceremony and wear their cap and gown. They may sit behind their class with the class sponsors. When the class goes onto the field to join hands and sing the school song, the student may join his/her classmates on the field. After the ceremony is completed, the Board president will present the student with his diploma and pictures may be taken at that time.

### **GRADUATION SPEAKERS**

#### **FNA(LOCAL) STUDENT SPEAKERS AT GRADUATION CEREMONIES**

#### **OPENING AND CLOSING REMARKS**

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section on student speakers at graduation.

#### **ELIGIBILITY**

Only students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to be selected to speak to begin and end graduation ceremonies as described above use the limited public forum: the highest ranking student council officer and class officer of the graduating class. A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks.

Students who are eligible shall be notified and given an opportunity to volunteer. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the spring semester. The names of the eligible students who volunteer shall be randomly drawn. The student whose name is drawn first shall give the opening and the student whose name is drawn second shall give the closing.

### **CONTENT OF OPENING AND CLOSING REMARKS**

The topic of the opening and closing remarks shall be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. The students providing the opening and closing remarks shall not engage in prohibited speech as described below.

### **OTHER STUDENT SPEAKERS**

In addition to the students giving the opening and closing remarks, the valedictorian and salutatorian may have speaking roles at graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses shall be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student shall stay on the subject, and the student shall not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes the illegal use of drugs, alcohol, or other controlled substances use;
- Violates the intellectual property rights, privacy rights, or other rights of another person;
- Contains defamatory statements about others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Use of the District’s public announcement system or speaking system by students at graduation is not considered to be District sponsorship, but is incidental to the private speech of the student.

### **DISCLAIMER**

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of and any views expressed during each student speaker's message is solely and entirely the private expression of the individual student and does not reflect the endorsement, sponsorship, position, or expression of the District." The same disclaimer shall be delivered orally by a District employee at the beginning of the graduation ceremony, using the same speaking equipment to be used by the student introducing the event.

Use of the District’s public announcement system or speaking system by students at graduation is not considered to be District sponsorship, but is incidental to the private speech of the student.

### **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 first semester of the senior year. [See **Student Fees.**]

### **SCHOLARSHIPS AND GRANTS**

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor for information about other scholarships and grants available to students.

### **HARASSMENT**

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

### **HAZING**

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another

in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** on page and policies FFI and FNCC.]

## **HEALTH-RELATED MATTERS**

### ***IMMUNIZATION***

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, HIB / MCV (meningitis) and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required 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 life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

### ***MEDICINE AT SCHOOL***

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
  - In accordance with the guidelines developed with the district's medical advisor; and
  - When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

### ***CISD HEALTH SERVICES MEDICATION POLICY***

In order for any medication to be given to a student at school, the following requirements must be met:

#### **NON-PRESCRIPTION MEDICATION:**

1. Non-Prescription medicine must be in the manufacturer's labeled container.
2. CISD is required to have written permission from a parent or legal guardian to administer non-prescription medicine.

#### **PRESCRIPTION MEDICATION:**

1. Prescription medicine must be in a container with the pharmacy

label legibly designating the prescription number, student's name, physician's name, and the directions.

2. CISD is required to have written permission from a parent or legal guardian to administer the medication.

**NOTE:**

- Any medication to be given more than ten (10) consecutive days, OR any medication required to be kept at school, will require a Physician's WRITTEN AUTHORIZATION.
- Students must bring all medications to the nurse's office before the bell rings in the morning with the above authorization attached.
- Students taking "sample" medications provided by a physician must bring written instructions from the physician authorizing those meds to be given.
- An administrator or nurse may request the parent (or responsible adult) of a student in any grade to personally deliver the student's medications if the administrator /nurse determines that the safety of any student may be compromised by not doing so.
- Secondary Campus:  
A student with asthma who has written authorization from his/her parent and physician MAY be permitted to possess and use a prescribed asthma inhaler at school or school related events. The student and parent should see the school nurse prior to sending the medication with the student.

***RELEASE OF STUDENTS FROM SCHOOL***

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

***FEVER AND COMMUNICABLE ILLNESS***

Students with a temperature of 100.4° or greater and/or has a communicable illness as determined by the school nurse will not be allowed to attend school or a school related activity i.e. field trips for that day.

***PEDICULOSIS***

As part of our health program, the school nurse will do periodic head checks for the presence of lice. The following procedure will be followed:

- 1) Once a student is identified as having lice, a parent will be notified either by phone, note, or home visit.
- 2) If live lice are noted, the parent shall pick up the student immediately so treatment can begin. If nits are noted, the student will be sent home at the end of the day. A letter will be sent home with the student explaining the treatment procedure.
- 3) It is the parent's/guardian's responsibility to treat the child very promptly with a prescription or non-prescription lice shampoo before he/she may return to class.
- 4) In order to fully eliminate the lice, it is very important that the student's bed linens, towels, brushes, combs, scrunchies, ribbons, clothes, coats, furniture, and carpet be cleaned appropriately, as well. Medicated treatment should be repeated in 7 days to eliminate any nits that hatched since the first treatment, and nits pulled from the hair by hand or using a lice comb.
- 5) Truancy charges will be filed if the student is absent for more than three days due to lice, unless such absence was the result of medical complications arising from the lice infestation, and is properly documented by a practicing medical doctor.

### ***PSYCHOTROPIC DRUGS***

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

### ***BACTERIAL MENINGITIS***

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your

local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

### ***FOOD ALLERGIES***

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

### ***PHYSICAL ACTIVITY FOR STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL***

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

### ***PHYSICAL EXAMINATIONS / HEALTH SCREENINGS***

The District shall establish, maintain, and periodically evaluate a health services program that is coordinated with other student services and related instructional programs to focus on health-related needs of students and their families. Health Services staff will conduct annual screenings including vision, hearing, scoliosis, pediculosis, heights/weights, and Acanthosis Nigricans (indicator for predisposition to Type 2 diabetes). Referral notices will be sent to parents for any abnormal results.

The District program shall maintain a liaison with community health resources.

### ***SCHOOL HEALTH ADVISORY COUNCIL (SHAC)***

The School Health Advisory Council is made of parents, school personnel, and other stakeholders interested in school health. The purpose of SHAC is to monitor coordinated school health, particularly on eight components designated by DSHS and TEA, and advise the district on ways to implement effective strategies to improve the health and wellness of students and staff. SHAC will meet a minimum of four times per school year. Any interested parent/guardian is encouraged to become involved in SHAC. Additional information regarding the district's School Health Advisory Council is available from the District Nurse at 361-275-2222, or through the CISD website. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

[See **Removing a Student from Human Sexuality Instruction** for additional information.]

### ***DIETARY SUPPLEMENTS CONTAINING PERFORMANCE ENHANCING COMPOUNDS***

A school district employee is prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties. In addition, an employee is prohibited by state law from knowingly endorsing or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties. A person who violates this section commits an offense. An offense under this section is a Class C misdemeanor.

Although this section, does not prohibit a district employee, from providing or endorsing the use of these items by, the employee's child; or the selling, marketing, or distributing of the items to a primary or secondary education student, as part of activities that do not occur on school property or at a school-related function. They are entirely separate from any aspect of the employee's employment with the school district; and do not in any way involve information about or contacts with students that the employee has had access to, directly or indirectly, through any aspect of the employee's employment with the school district. "Dietary supplement" has the meaning assigned by 21 U.S.C. Section 321 and its subsequent amendments.

"Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

### ***EMERGENCY MEDICAL TREATMENT***

If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications and/or preexisting medical conditions. Therefore, parents are asked each year to complete a Student Medical Treatment Card (blue card) which must be returned to the campus nurse. It is the responsibility of the parents/guardians to keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc).

### ***ENERGY DRINKS AND OTHER SIMILAR FOODS AND BEVERAGES***

The risks and benefits of the consumption of products that may qualify as a dietary supplement containing performance enhancing compounds by children remains a personal parental decision.

Because of the existence of a law, that affects district employees and the combined obvious confusion surrounding the consumption of various items. That may or may not qualify as dietary supplements containing performance enhancing compounds depending on their specific ingredients, individual campus administrators may elect to prohibit items such as energy drinks from school campuses and/or from being provided by parents to their own child at campus during the school day.

### ***STEROIDS***

State law prohibits students from possessing, dispensing, delivering, or administering 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.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at [http://www.uil.utexas.edu/athletics/health/steroid\\_information.html](http://www.uil.utexas.edu/athletics/health/steroid_information.html).

### ***OTHER HEALTH-RELATED MATTERS***

#### ***PHYSICAL FITNESS ASSESSMENT***

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to Athletic Director at 361-275-1940 to obtain the results of his or her child's physical fitness assessment conducted during the school year.

#### ***VENDING MACHINES***

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the District Nurse or District Foodservice Director. [See policies at CO and FFA.]

#### ***TOBACCO PROHIBITED***

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the *Student Code of Conduct* and policies at FNCD and GKA.]

#### ***ASBESTOS MANAGEMENT PLAN***

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Cuero Administration Building. If you have any questions, please contact the Administrative Assistant at 361-275-1918.

#### ***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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Facilities Director at 361-275-1909.

## **HOMELESS STUDENTS**

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Pam Longbotham, at 361-275-1922.

## **HONOR ROLL**

**John C. French, Hunt Elementary, Cuero Intermediate School, and Cuero Junior High**

To be named to the honor roll a student must receive honor grades in all subjects. Honor roll information will be released at the end of each nine-weeks grading period.

- All A Honor Roll: Students must make no grade below "90" in any subject.
- A-B Honor Roll: Students must make no grade below "80" in any subject, and have at least one "A" in an academic class.

NOTE: There can be no conduct grade of "U" in any subject in order to be considered for either the "A" or "A-B" Honor Roll.

## **HONORS CLASSES**

**Cuero Junior High School** has an open "honors" program. Any student wishing to enroll in an honors class may do so. Once a student withdraws from an honors class during the school year, they may not re-enter that particular class without the teacher's approval. Honors classes cover material more quickly and in greater depth than the regular classes. Students will be expected to maintain an 80 average to remain in the classes. The content of the classes and the expectations of the teacher will not be reduced in order to accommodate grades. Students having difficulty maintaining their grades will be placed in a regular class setting. The regular classes will give a student all the experience and knowledge necessary to successfully reach any educational level desired by the student. For further information, contact the Junior High School principal.

## **LAW ENFORCEMENT AGENCIES**

### ***QUESTIONING OF STUDENTS***

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

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

### ***STUDENTS TAKEN INTO CUSTODY***

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

### ***NOTIFICATION OF LAW VIOLATIONS***

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policy GRA(LEGAL).]

## **LIMITED ENGLISH PROFICIENT STUDENTS**

A student with limited English proficiency (LEP) 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 for a LEP student.

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 the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

## **MAKEUP WORK**

### **MAKEUP WORK BECAUSE OF ABSENCE**

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB(LOCAL).]

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 to 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 time lines approved by the principal and previously communicated to students.

### **DAEP MAKEUP WORK**

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LLEGAL).]

### **In-school Suspension Makeup Work**

A student removed from the regular classroom to in-school suspension 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. [See policy FEA(LLEGAL).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

### **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Cuero ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Pam Longbotham, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1922.

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Pam Longbotham, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1922.
- All other concerns regarding discrimination: See the superintendent: Henry Lind, Cuero Administration Offices, 405 Park Heights Drive, Cuero, TX 77954. Phone: 361-275-1914.

## **NONTRADITIONAL ACADEMIC PROGRAMS**

[See **Requirements for a Diploma.**]

## **PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

The District shall establish, maintain, and periodically evaluate a health services program that is coordinated with other student services and related instructional programs to focus on health-related needs of students and their families. Health Services staff will conduct annual screenings including vision, hearing, scoliosis, pediculosis, heights/weights, and Acanthosis Nigricans (indicator for predisposition to Type 2 diabetes). Referral notices will be sent to parents for any abnormal results.

The District program shall maintain a liaison with community health resources.

## **PLEDGES OF ALLEGIANCE AND A 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. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.**]

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

## **PRAYER**

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

## **PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the

score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in mathematics, language arts, as well as science or social studies.

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

\* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a 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 not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on the EOC assessment will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

[See **Standardized Testing.**]

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will

determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

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

## **RELEASE OF STUDENTS FROM SCHOOL**

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. *Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.*

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

## **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a

grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal or superintendent and are designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL).]

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 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within seven days.

## **RETALIATION**

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

## **SAFETY**

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the ***Student Code of Conduct***, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

## **ACCIDENT INSURANCE**

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

## **DRILLS: FIRE, TORNADO, AND OTHER EMERGENCIES**

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. If the campus does not have “bells,” the students will be instructed to listen for the campus alarm.

### **Fire Drill Bells**

3 bells	leave the building
1 bell	halt; stand at attention
2 bells	return to the classroom

### **Tornado Drill Bells**

1 continuous bell	move quietly but quickly to the designated locations
2 bells	return to the classroom

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

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

### ***EMERGENCY SCHOOL-CLOSING INFORMATION***

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

In case of emergency, school personnel and students will be notified of school closing by radio and television stations.

#### **Radio**

- 107.9 FM KIXS     Victoria
- 95.1 FM KVIC     Victoria
- 92.5 FM KYOC     Yoakum

#### **Television**

- Channel 25 KAVU Victoria
- Channel 19 KVCT Local Channel 7
- Channel 15 Cuero ISD Cable Channel

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

See Standardized Testing.

## **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.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

### ***CONDUCT BEFORE AND AFTER SCHOOL***

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

### ***USE OF HALLWAYS DURING CLASS TIME***

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

### ***CAFETERIA SERVICES***

The District participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See the Administrative Assistant at the Central Office or call 361-275-1918 to apply.

The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO.]

The cafeteria serves breakfast each morning at 7:30 a.m. All meals must be consumed inside the cafeteria. This includes snack bar items and lunches brought from home.

Students are asked to leave all tables and chairs in order, take all dishes and eating utensils to the disposal station, and deposit trash in the proper trash receptacle.

**Regular Priced Meals**

- Breakfast \$1.00
- Lunch \$2.05

**Reduced Price Meals**

- Breakfast \$0.30
- Lunch \$0.40

***LIBRARY***

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. There is a varied collection of diversified subjects and should be used by students to aid in lesson assignments or to provide recreation through reading. A quiet, restful atmosphere should be maintained at all times; however, students are free to move about as long as they do not interfere with others who are working. If they disturb others, they will be asked to leave the library. When conduct is unsatisfactory, a student may be expelled from the library for a given period, the length being determined by the librarian in relation to the seriousness of the offense.

All books except reference books may be checked out for two weeks, subject to renewal. A fine of five cents a day is charged on overdue books; five cents per period on reserved books. All library fines must be paid before a student is allowed to check out another book. Books overdue due to a student's illness must be returned to the library on the student's first day back at school. Each student is held responsible for all books he has checked out and all fines he has acquired on the books. Students shall be expected to pay for lost books or damaged books beyond reasonable repair. Library fines will be paid to the librarian.

***MEETINGS OF NONCURRICULUM-RELATED GROUPS***

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

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

**SEARCHES**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

## ***STUDENTS' DESKS AND LOCKERS***

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

## ***ELECTRONIC DEVICES***

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

Any searches of personal 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.

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

## ***VEHICLES ON CAMPUS***

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the ***Student Code of Conduct***.]

## ***TRAINED DOGS***

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

## ***METAL DETECTORS***

[For further information, see policy FNF(LOCAL).]

## **DRUG-TESTING**

## **FNF(LOCAL)**

## **STUDENT RIGHTS AND RESPONSIBILITIES INTERROGATIONS AND SEARCHES INTERROGATIONS BY SCHOOL OFFICIALS**

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

### **BY POLICE OR OTHER AUTHORITIES**

For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA(LOCAL).

### **LOCKERS AND VEHICLES**

Students have full responsibility for the security of their lockers, and for vehicles parked on school property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by District policy in lockers or in vehicles parked on school property.

School officials may search lockers or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials.

### **USE OF TRAINED DOGS**

The District shall use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug- and alcohol-related problems in District schools, with the objective of maintaining a safe school environment conducive to education.

Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

### **NOTICE**

At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above, and shall specifically notify students that:

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

## **PARENT NOTIFICATION**

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.

## **REASONABLE SUSPICION ALCOHOL AND CONTROLLED SUBSTANCE TESTING**

Under the District's own authority, the Superintendent or designee may require a student to undergo controlled drug/alcohol testing to determine whether the student is using or is under the influence of a controlled substance or alcohol. Such an examination may be required when the Superintendent or designee has reasonable cause to believe that the student is using or is under the influence a controlled substance or alcohol while at school or at school-related activities. The District's determination that reasonable cause exists to require the alcohol or controlled substance test shall be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of the student, or indications of the chronic and withdrawal effects of controlled substances.

The person authorized to require controlled drug/alcohol testing under this policy shall have received at least 60 minutes of training on alcohol misuse and an additional 60 minutes of training on controlled substance use. The training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances.

The medical examination shall be completed by an examiner chosen by the District and shall be at the District's expense. If, in the Superintendent's discretion, the circumstances so require, the student may be placed in an alternative educational setting pending the results of the examination.

A student confirmed to have violated the District's alcohol or controlled substances policy [see FNCF(LEGAL)] by either being under the influence or using alcohol or controlled substances while at school or at a school-related activity shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

## **CONFIDENTIALITY**

Results shall be kept confidential and disclosed only to the student, his or her parents, and school officials designated by the Superintendent.

## **APPEAL**

The student or parent may appeal any sanctions imposed under this policy by giving written notice to the Superintendent within 15 days. The student shall be subject to the imposed consequences subject to the appeal. In accordance with provisions at FNG(LOCAL) regarding Level Three complaints, the Board shall determine whether the sanction was justified.

Also, see **Steroids**.

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other

organizations. A student or parent with questions about these programs should contact the campus principal or counselor.

## **STANDARDIZED TESTING**

### ***SAT/ACT (SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST)***

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

### ***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, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011–2012 school year only, this requirement will be waived. See **Promotion and Retention** for additional information.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

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

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Additional information will be provided to students and parents prior to the spring 2012 administrations.

Also see **Course Credit**, **Grading Guidelines**, and **Graduation** for additional information.

## **TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)**

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

Also see **Graduation** for more information.

### ***THEA (TEXAS HIGHER EDUCATION ASSESSMENT)***

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

### **STEROIDS**

State law prohibits students from possessing, dispensing, delivering, or administering 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.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil texas.org/health/steroid-information>.

### ***STUDENTS IN PROTECTIVE CUSTODY OF THE STATE***

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

Please contact the superintendent’s office who has been designated as the district’s liaison for children in the conservatorship of the state, at 361-275-1914 with any questions.

### **STUDENT SPEAKERS**

#### **FNA(LOCAL)**

Student speakers shall be given a limited public forum to introduce pep rallies.

The forum shall be limited in the manner provided by this section on nongraduation events.

Students are eligible to be selected to introduce school events covered by this policy if they:

1. Are in the highest two grade levels of the school;
2. Volunteer to speak; and
3. Are not in a disciplinary placement or suspension from any extracurricular activity at the time of the speaking event.

Eligible students who wish to volunteer shall submit their names to the campus principal during the first full week of instruction each semester. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the first full week of instruction.

If there are no student volunteers, the District shall seek volunteers again at the beginning of the next semester. The names of the students who volunteer to speak shall be randomly drawn until all names have been selected; the names shall be listed in the order drawn.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

### ***SUICIDE AWARENESS***

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- [www.texassuicideprevention.org](http://www.texassuicideprevention.org)
- <http://www.dshs.state.tx.us/mhservices-search/>

### **SUMMER SCHOOL**

Summer school information will be announced upon completion of the school year. Summer school tuition will be announced at that time.

### **TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)**

See Standardized Testing

### **TARDINESS**

#### **Grades EC-Grade 6**

Students arriving after morning announcements must report to the office for a pass to enter the classroom. Repeated instance of tardiness will result in disciplinary action:

6 tardies – verbal warning to student  
12 tardies – recess detention and parent conference with principal

**Junior and Senior High School Tardy Policy--Per Semester**

1st Tardy—Warning, Student Counseled	4th Tardy—Administrative Detention
2nd Tardy—Student Reflection	5th Tardy—Administrative Detention
3rd Tardy—Parent Conference	6th Tardy—Principal’s D-Hall

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*.

**TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT**

State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

**TRANSFERS**

As per Cuero ISD Board Policy FDA(LOCAL): The Superintendent of the receiving district is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student’s disciplinary history and attendance records.

Completion of and signature of this document by the parent/guardian of said student, this form is considered a written transfer agreement that he or she must follow all rules and regulations of the District, including those for student conduct and attendance, and that violation of the District’s rules and regulations may result in revocation of the transfer agreement. Written notification of any transfer revocation shall be sent to the school district of residence.

**For those students paying tuition:** The District may initiate withdrawal of students whose tuition payments are delinquent.

All students, including transfers will follow the District Discipline Management Plan. Transfer students, other than those from districts that have entered into the binding contract Agreement for the Education of Students Outside of the Cuero ISD (Meyersville ISD, Nursery ISD, Westhoff ISD), will have their agreements revoked to their resident district prior to placement at the District Alternative Education Program (DAEP).

See **Other Parental Rights and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services** for other transfer options.]

## TRANSPORTATION

### 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.

### BUSES AND OTHER SCHOOL VEHICLES

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Director at 361-275-1918 or Bus Barn at 361-275-1907.

See the ***Student Code of Conduct*** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts.
- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the ***Student Code of Conduct***; bus-riding privileges may be suspended.

## **VANDALISM**

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

## **VIDEO CAMERAS**

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

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

## **VISITORS TO THE SCHOOL**

### **GENERAL VISITORS**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

### **VISITORS PARTICIPATING IN SPECIAL PROGRAMS FOR STUDENTS**

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

### **WITHDRAWING FROM SCHOOL**

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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.

## GLOSSARY

**Accelerated 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 as a result of a student not meeting the passing standard on a state-mandated assessment.

**ACT** refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

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

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

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

**LAT** stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

**NCLB Act** is the federal No Child Left Behind Act of 2001.

**PGP** stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

**SAT** refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

**SHAC** stands for School Health Advisory Council, a group of at least 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.

**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, effective beginning with certain students for the 2011–2012 school year.

**STAAR Alternate** 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 Modified** is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

**STAAR Linguistically Accommodated (STAAR L)** is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11

exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. 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.

**TAKS** is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 10 and 11 and required for graduation for students at these grade levels.

**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.

**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 classroom setting.

**UIL** refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.