2023-2024 STUDENT HANDBOOK

CLEAR CREEK
INDEPENDENT SCHOOL DISTRICT

If you have difficulty accessing the information in this document because of disability, please contact the Office of Parent Assistance at 281-284-0173 or https://www.ccisd.net/parent-assistance.

2425 EAST MAIN STREET, LEAGUE CITY, TEXAS 77573

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INTERMEDIATE SCHOOLS

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HIGH SCHOOLS

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School Hours:

2023-2024	School Bell	Tardy Bell	Dismissal
High School	7:10 a.m.	7:20 a.m.	2:35 p.m.
Intermediate	8:40 a.m.	8:50 a.m.	4:05 p.m.
Intermediate Magnet	7:50 a.m.	8:00 a.m.	3:20 p.m.
Elementary	7:55 a.m.	8:10 a.m.	3:20 p.m.
Full Day Pre-K	7:55 a.m.		3:20 p.m.

- High School 7:10 a.m. – 2:35 p.m. – early release at 11:30 a.m.
- Clear Horizons ECHS – early release at 10:30 a.m.
- Clear View High School – early release at 12:00 p.m.
- Intermediate 8:40 a.m. – 4:05 p.m. – early release at 1:00 p.m.
- WAVE/Science Magnet 7:50 a.m. – 3:30 p.m. – early release at 12:10 p.m.
- Elementary 7:55 a.m. – 3:20 p.m. – early release at 12:15 p.m.

Please remember to allow time for transition, dismissal, and lunch for the early release groups.

Preface Parents and Students:

Welcome to the new school year!

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

The Clear Creek ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

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

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

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

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

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district. To review the Code of Conduct or Student Handbook visit the district's website at www.ccisd.net.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at each campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the Office of Policy and Legal Affairs, and an unofficial electronic copy is available at https://pol.tasb.org/PolicyOnline.

The policy manual includes:

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

For questions about the material in this handbook, please contact Franklin Moses, Assistant Superintendent of Secondary Education or Holly Hughes, Assistant Superintendent of Elementary Education.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Both students and parents are required to sign an acknowledgement that they understand that the handbook contains important information and that the students will be held accountable for infractions of the Student Code of Conduct. Students and parents are required to acknowledge that they accept responsibility for accessing and reviewing the handbook. [Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 20 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 22 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Parent Assistance Center at (281) 284-0173 or https://www.ccisd.net/parent-assistance.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials;
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties;
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the Director of Counseling and Student Services for details.); and
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 51 and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 18.]

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

The Essential Standards for prevention lessons regarding child abuse and family violence or dating violence grade level Health Education Texas Essential Knowledge and Skills.

For further information, see the district's abuse prevention instruction website at ccisd.net/prevention-services.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the Director of Counseling and Student Services for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 51 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 17; **Dating Violence** on page 58; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. A campus counselor will notify the student's parent within a reasonable amount of time after the

counselor learns that a student has displayed early warning signs and provide information about available counseling resources.

The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

The Director of Counseling and Student Services is Ms. Dava West and Ms. Kristina Ford is the Assistant Director of Counseling and Student Services. Ms. West and Ms. Ford may be contacted at 281-284-2500.

The Counseling and Student Services Department can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 81.]

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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

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

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

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

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

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

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described in CQ(REGULATION) by district guidelines. Employees must limit all electronic communication to matters within the scope of the employee's professional responsibilities.

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

Employees are prohibited from knowingly communicating with students through a personal social network page or site; employees may create a separate social network page ("professional page") for the purpose of communicating with students and must obtain prior written principal approval. Employees must enable administration and parents to access employees' professional pages, and private messaging on such pages is prohibited.

Text messaging with students is generally NOT permitted. Only an employee or contracted worker who has a cocurricular or extracurricular duty may use text messaging as part of an approved activity, and then only to communicate with students who participate in the cocurricular or extracurricular activity over which the employee has responsibility regarding that activity. Prior to communicating with students via text messaging, the employee must obtain written approval from the campus principal on the district Request to Text Message Students form AND must obtain written permission from the parent/guardian of each student on the district Text Communication Authorization Form. In addition, the employee must follow one, more or all of the following procedures, as specifically required by the campus principal:

1. The employee may only text message with students using a specific group messaging application approved by the principal.
2. The employee must include the student's parent as a recipient on all text messages.
3. The employee must include his or her immediate supervisor or designee as a recipient on all text messages.
4. The employee must send a copy of the text message to the employee's district email address.

Employees do not have a right to privacy with respect to communications with students and parents.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal. [See CQ(REGULATION).]

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);

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

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. [See Board Policy FL(LOCAL).]

Directory information will be released to anyone who follows procedures for requesting it unless a parent or eligible student objects to the release of this information by entering their objection in Skyward or providing a written objection to the principal in writing.

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

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

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

Note: Also see **Authorized Inspection and Use of Student Records** on page 25.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name,
- Address, and
- Telephone listing.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

- Instructional material used as part of the educational curriculum.

The U.S. Department of Education provides extensive information about the Protection of Pupil Rights Amendment including a PPRA Complaint Form.

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

See **Consent to Human Sexuality Instruction** on page 17 and **Consent to Instruction on Prevention of Child Abuse and Family, or Violence, Dating Violence, and Sex Trafficking** on page 18 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

A student may be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag as long as the student does not cause a disruption or interfere with the right of other students to participate in the recitation of the Pledges.

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

[See **Pledges of Allegiance and a Minute of Silence** on page 96 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.] See **Standardized Testing** on page 112 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

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

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 20, are the right to:

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

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

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
    - Legitimate educational interest may include:
        - Working with the student;
        - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
        - Compiling statistical data;
        - Reviewing an educational record to fulfill the official's professional responsibility; or

    - Investigating or evaluating programs.
- School officials may include:
    - Board members and employees, such as the superintendent, administrators, and principals;
    - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
    - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
    - A person appointed to serve on a team to support the district's safe and supportive school program;
    - A parent or student serving on a school committee; or
    - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 20.]

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

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

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

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

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

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

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 100, **Complaints and Concerns** on page 51, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL and is available on the district's website at www.ccisd.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

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

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

[See **Bullying** on page 41, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

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

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

- Assist the student with the completion of applications for admission or financial aid;

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

If you have questions, please contact the district's foster care liaison Keonsha Bernard, Coordinator of Counseling and Student Services, kbernard@ccisd.net, 281-284-2500.

[See **Credit by Examination for Advancement/Acceleration** on page 55 and **Course Credit** on page 55.]

A Student Who Is Homeless/McKinney Vento Services

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

A student who is homeless and qualifies for services under the McKinney Vento Act will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

For more information on services for students who are homeless, contact the district's McKinney Vento education liaison Keonsha Bernard, Coordinator of Counseling and Student Services, kbernard@ccisd.net, 281-284-2500].

[See **Credit by Examination for Advancement/Acceleration** on page 55, **Course Credit** on page 55, and **Students who are Homeless** on page 31.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more

days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

Contact your campus assistant principal or Dr. Pam Ellis at ((281) 284-0750 regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact Kim Rodgers at (281) 284-7050 or krodgers@ccisd.net.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the district's 504/Dyslexia Coordinator, Michelle Pope at (281) 284-0750 or your campus assistant principal.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 34.]

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** on page 66 and **Special Programs** on page 111.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 32 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the Office of Parent Assistance at (281) 284-0173 or https://www.ccisd.net/parent-assistance.

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

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

In addition, the campus principal may excuse an absence for any other cause acceptable to the principal. A student may be excused for a maximum of five (5) days per scholastic year for any absences excused by any other cause acceptable to the principal.

For children of military families, absences of up to five (5) days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 29.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 110.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one (1) day to obtain a learner license and one (1) day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page 40.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met;

- The board has authorized such excused absences under policy FEA(LOCAL) and the student receives approval from the campus principal,
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two (2) days per school year to serve as:

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

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

If you have questions about your student and the effect of his or her absences from school, please contact the campus attendance office.

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. Students whose attendance is between 75 and 90 percent in a class during the days the course is offered will be provided the procedure to petition for the awarding of class credit. The student must be passing the class and submit a petition of appeal to the Campus Attendance Committee.

Students who are in attendance for less than 90 percent of the days the course is offered shall not be given credit for the class unless the Campus Attendance Committee finds that the absences are the result of extenuating circumstances. Petitions for credit may be filed at the end of the semester. The district recognizes the following as extenuating circumstances for the purpose of granting credit for a class:

- Excused absence
- Days of suspension
- Participation in court proceedings or child abuse/neglect investigation
- A migrant student's late enrollment or early withdrawal
- Days missed as a runaway
- Completion of a competency-based program for at-risk students
- Late enrollment or early withdrawal of a student under supervision or jurisdiction of the Texas Youth Commission
- Teen parent absences to care for his or her child
- Participation in a substance abuse rehabilitation program
- Other circumstances as listed in CCISD Board Policy FEC(LOCAL)

The following is a list of alternative learning activities that may be assigned by the Campus Attendance Committee in order for a student to regain credit lost due to absences (check with your assistant principal):

- Complete additional assignments, as specified by the committee
- Complete an assigned research project

- Satisfy time-on-task requirements before and/or after school
- Attend campus-based tutorial sessions as scheduled
- Complete summer school or online course requirements
- Attend Saturday classes
- Complete individual papers or oral reports
- Complete assigned library activities
- Complete assigned laboratory activities
- Participate in computer-assisted instruction
- Participate in peer tutoring
- Demonstrate mastery of district course objectives in a manner determined by the Campus Attendance Committee
- Complete an alternative education program
- Participate in a school and/or community-based service learning project
- Take an examination to earn credit in accordance with FEC(REGULATION)

In all cases, the student must also earn a passing grade in order to receive credit. The above items are not designed to regain academic credit because of failure, but rather as activities the attendance committee may assign to enable students to regain credit lost due to excess absences.

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day by 10:00 a.m.

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

Documentation after an Absence (All Grade Levels)

A parent/guardian must provide a note showing the dates and an explanation for any absence within three (3) days after the student's arrival or return to school. If this note is not sent within

the allocated three (3) days, the absence will be unexcused. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

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

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

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

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website: https://www.dps.texas.gov/section/driver-license.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 35 for information on excused absences for obtaining a learner license or driver's license.

Verification of Enrollment forms for the purpose of obtaining a driver's license are available in the school office. A student is eligible for a Verification of Enrollment when: (1) The campus considers the student currently enrolled at the time the student applies for the VOE and (2) The campus awarded the student credit for each class the semester prior to application for the VOE. If the student was not awarded credit for each class the semester prior to application for the VOE, the campus should examine attendance records for the semester prior to application for the VOE to determine whether the student was present 90% of the time each class was offered. If so, the VOE may be issued. If the student did not receive credit and did not attend 90% of their classes, the school attendance committee and/or administration may approve a plan

establishing conditions for the student to meet in order to receive a VOE. The decision of the Principal is final and may not be appealed.

Accountability under State and Federal Law (All Grade Levels)

Clear Creek ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

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

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division.

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

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

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

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

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

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

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

Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in intermediate grades will participate in:

Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait

Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status

Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

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

A student may anonymously report an alleged incident of bullying by clicking on the "CCISD Alerts" link on the CCISD homepage. [See Board Policy FFI].

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

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

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 29.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 29, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57, **Hazing** on page 78, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

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

The district offers career and technical education and other work-based programs in the following areas:

- Agriculture, Food & Natural Resources
- Architecture and Construction
- Arts, A/V Technology & Communication
- Business, Marketing, and Finance
- Career Development
- Education & Training
- Health & Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Science, Technology, Engineering, Mathematics (STEM)
- Transportation, Distribution & Logistics.

Admission to these programs is based on interest and aptitude, age appropriateness, and class space available.

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

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 92 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

[See **Food Allergies** on page 86.]

Elementary School Parties

Birthday parties are not held at school. Parents of a child celebrating a birthday may provide a nutritional snack or cupcakes for all students in the class. Based on growing concerns with food allergies, please consider providing store bought items with the nutritional information/ingredient label attached. Students may not distribute birthday party invitations in class unless every child receives one.

Classroom parties have been established by the Clear Creek ISD. The parties for elementary students may include the Winter Holiday Party, Valentine's Day, an Egg Hunt Party and End-of-Year Party. No other classroom parties or "special treats" are permitted without approval of the principal. Parent room representatives will contact volunteers regarding how you might assist with each party.

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

District staff receive training regarding child sexual abuse, trafficking, and other maltreatment of children.

Warning Signs of Sexual Abuse

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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57 and **Consent to Instruction on Prevention of Child Abuse and Family Violence, or Dating Violence, and Sex Trafficking** on page 18.]

Warning Signs of Trafficking

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

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse and Family Violence, or Dating, Violence, and Sex Trafficking** on page 18.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

Class Rank/Highest-Ranking Student- Class of 2024, 2025, and 2026 (Secondary Grade Levels Only)

Beginning with students entering grade 9 in the 2019–20 school year, cumulative GPA and rank in class shall be calculated for and communicated to students at these specified times:

- End of grade 9: following the second semester grading period (June) of the academic year.
- End of grade 10: following the second semester grading period (June) of the academic year.
- Midyear and end of year grade 11: following the first semester grading period (January) and following the second semester grading period (June) of the academic year.
- Midyear and end of year grade 12: following the first semester grading period (January) and following the second semester grading period (June) of the academic year. [See policy EIC for more information.]

Class Rank/Highest-Ranking Student- Class of 2027 and Beyond (Secondary Grade Levels Only)

Beginning with students entering grade 9 in the 2023-2024 school year, class ranking GPA and rank in class shall be calculated for and communicated to students at these specified times:

- End of grade 9: following the second semester grading period (June) of the academic year.
- End of grade 10: following the second semester grading period (June) of the academic year.
- Midyear and end of year grade 11: following the first semester grading period (January) and following the second semester grading period (June) of the academic year.
- Midyear and end of year grade 12: following the first semester grading period (January) and following the second semester grading period (June) of the academic year. [See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

Full-Time Students – High School Only

A student must be enrolled in six (6) classes to be a full-time student.

Part-Time Students – High School Only

Only fifth year seniors are eligible to be part-time students. As a part-time student, the student is ineligible for local honors (except scholarships) based on class rank or GPA. The student is also ineligible to compete in any UIL activities.

Attendance: Released Time [See CCISD Board Policy FEF(LOCAL)]

Students are eligible to receive released time provided the student meets certain requirements. Seniors should consult the counselor for information and application forms. Released time is noncredit.

A released-time student must enroll in at least five (5) classes in CCISD and attend on a regular basis.

[See **Schedule Changes** on page 104 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program (see **Foundation Graduation Program** on page 74; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 530 on Math test and 480 on the Evidenced-Based Reading and Writing EBRW) test on the SAT.

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

If a college or university 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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Diploma Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 47 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 72 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 30 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

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

Admission to these programs is based on interest and aptitude, age appropriateness, and class space available.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time

during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 70 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 43 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information through Skyward or by contacting the campus data specialist.

Automated Emergency Communications

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

[See **Safety** on page 102 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 102 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at pol.tasb.org/Home/Index/505.

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, or prior review of nonschool materials intended for distribution to students are handled through procedures specific to policies in those particular areas. For information not included in this handbook concerning complaints in those areas, see the principal.

A student or parent with a complaint regarding possible discrimination in any school program on the basis of gender should contact the principal or the district Title IX Coordinator, Leila Sarmecanic, at (281) 284-0013.

A complaint or concern regarding the placement of a student with disabilities who is not eligible for special education (or about the District's programs and services available to the student) should be brought to the Executive Director of Special Education, Dr. Michele Staley, at (281) 284-7733 and the Section 504/Dyslexia Coordinator, Robin Doussa at (281) 284-0078.

On all other matters, a student or parent who has a complaint/concern should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested. If the outcome of the conference with the principal is not satisfactory, a formal written complaint form may be filed within fifteen (15) working days of the event or events causing the complaint. This form must be submitted to the Office of Policy and Legal Affairs. The complaint forms can be accessed online at https://www.ccisd.net/policy/regulations, at the principal's office or at the Office of Policy and Legal Affairs.

All appeals must be in writing on the form provided by the district, submitted to the Office of Policy and Legal Affairs, stating the nature of the appeal and an expected outcome or remedy.

Conduct (All Grade Levels)

The entire staff of the school has the responsibility to enforce the standards and policies of the district. Full cooperation of students and parents/guardians is expected. Students are expected to conduct themselves at all times in an appropriate manner. Behavior that is detrimental to the educational environment of the student or other students and/or staff members is not acceptable. Please refer to the Student Code of Conduct.

Standards for Student Conduct

Each student is expected to behave in a responsible manner by:

- Demonstrating courtesy, respect for others, and CCISD's Core Values.
- Attending all classes, regularly and on time.
- Preparing for each class; taking appropriate materials and assignments to class.
- Dressing appropriately as defined by district and/or campus dress code.

- Obeying all campus and classroom rules.
- Respecting the rights and privileges of other students, district staff, and other adults on campus or at school-related activities, on or off campus.
- Respecting the property of others, including district property and facilities.
- Cooperating with or assisting the school staff in maintaining safety, order, and discipline.
- Paying required fees and fines unless waived.
- Adhering to the Student Code of Conduct.

The district may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the student handbook or posted in classrooms and violations of these rules may or may not constitute violations of the Student Code of Conduct.

Student Rights

Students who are accused of misconduct have the right to know exactly what the charges are and to express their version of what happened. If the student or the student's parent(s)/guardian(s) believe that the student has been unjustly accused or penalized, they have the right to appeal to the next higher authority as outlined in School Board policies.

Discipline Referral

Students sent to the office for disciplinary reasons must report within five (5) minutes; failure to do so constitutes an additional offense for which disciplinary action may be taken.

Applicability of School Rules

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

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

Campus Behavior Coordinator

The principal of each campus is the campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus principal is available on the district's website at www.ccisd.net.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Personal Messages

In order to keep classroom interruptions to a minimum, the office personnel will not deliver personal messages to students during class time except in case of an emergency. Parents are encouraged to communicate any instructions to their children before they arrive at school.

Disruption of School Operations

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; 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 is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling Services

School counselors are available to assist students with a wide range of concerns, including but not limited to areas such as social, emotional, or mental health issues, family or peer concerns, schedules, graduation requirements, colleges, or scholarship opportunities. As a

parent/guardian, if you are concerned about your student, please speak with your student's school counselor.

The district follows the Texas Model for Comprehensive School Counseling Programs which includes four components:

- **Guidance Curriculum:** The purpose of the guidance curriculum component is to help all students develop transferable skills relative to their educational, career, personal, and social development. The guidance curriculum is taught based on curricular content areas, student competency indicators, and developmental stages through differentiated learning activities with planned lessons for various sized groups of students. Parents may review all materials and curriculum used at a campus by scheduling an appointment with the school counselor during regular school hours.
- **Responsive Services:** The purpose of the responsive services component is to intervene on behalf of any student whose immediate personal concerns or circumstances put their continued educational, career, personal, and social development at risk.

  To meet the personal needs of students, school counselors may offer skills-based support groups on a recurring basis. These support groups meet during the day for approximately 20-45 minutes once a week. The counselor will consult with the student's schedule to determine a time in which the student misses the least amount of academic instruction as possible. These groups are intended to provide a safe, confidential, and supportive setting for the students to discuss concerns and practice behaviors that will support growth and development.

  School counselors will inform parents if their student will be participating in a support group. If a parent/guardian does not want their student to participate in a support group, written documentation of denial of services will need to be provided to the school counselor.

  In some situations, a counselor may request the assistance of a district psychologist. Written consent from a student's parent/guardian is required prior to psychological examination, test, or treatment.
- **Individual Planning:** The purpose of the individual planning component is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development.

  As a part of Individual Planning, school counselors may provide information regarding:

  - The importance of College, Career, Military, and Life Readiness;
  - Course offering available and how to make the most of academic and Career and Technical Education opportunities;
  - Graduation requirements, pathways to graduation, and the advantages of earning an endorsement and completing the distinguished level of achievement;
  - How to apply for scholarships and financial aid, and the importance of completing the FAFSA or TASFA for graduation;
  - Automatic admission to state-funded Texas colleges and universities.
- **System Supports:** The purpose of the systems support component is to identify and coordinate resources and activities on a campus and in the community that indirectly benefit

the student. School counselors can provide you with a list of community resources that may be available to provide additional support for your student.

[See **Mental Health Support** on page 81, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 45.]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

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

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

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

Credit by Examination with Prior Instruction [See CCISD Board Policy EHDB(LOCAL)

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level. These exams will cover the regular curriculum and not the advanced-level curriculum. Students must receive an 80 or above on the examination to receive credit for the course. Most year-long courses have two (2) examinations and shall not be averaged together.

Note: If the student passes a Credit by Examination for acceleration, per policy EHDC(LOCAL), the course(s) will appear on the transcript but will not be included in the GPA calculation.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

District-wide testing: Examinations are administered four times each year: two times during the summer months (June and July), in the fall (November), and in the spring (February) at no cost to the student. Registration for fall testing is in August/September; registration for spring testing is in November; registration for June testing is in March/April; registration for July testing is in April /May.

Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration. Dates are subject to change.

The results of the Credit by Examination must be received by the student's counselor prior to the deadline for schedule change procedures, as outlined in the Educational Planning Guide.

Transfer of Credit

High School students who transfer from a [non-accredited public, private, or parochial school, including home schooling and foreign schools], may validate credits, which apply toward graduation requirements. In order to validate the credits, the student must choose one of the two options below and provide a transcript, for each course completed:

I. Pass district-approved examinations with a score of at least 70.

   Credit by Examination will be awarded in each individual subject area per semester (1/2 credit. Coursework validated through Credit by Examination does not receive grade points. The cost of the examinations(s) is the student/parent's responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required.

II. Meet district and State curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements below:

Non-Accredited School Courses	District Sequential Course
English I	English II
English I & II	English III
English I, II, & III	English IV
Algebra I	Algebra II
Algebra I	AP Statistics
Geometry	Pre-Calculus
Algebra I, Geometry, Algebra II	Pre-Cal
Algebra I, Geometry, Algebra II, Pre-Cal	AP Calculus
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II

Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

A. Credit will be awarded upon validation of successful completion of the district sequential course with a grade of 70 or better.

B. The sequential course is taken in a district school.

C. Grades and grade points will be awarded per EIC(LOCAL).

D. Exception: Successful completion of the second semester of a district, full-year course can be used to validate the first semester of the same full-year course.

In courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still choose option one. Students may not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school.

Kindergarten Acceleration

For information about Kindergarten acceleration for students who received prior formal instruction, see policy FD(LOCAL). For information about Kindergarten acceleration without prior formal instruction, see policy EHDC(LOCAL).

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

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

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

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The district likewise prohibits harassment, including dating violence and bullying, as well as retaliation against anyone involved in the complaint process. A copy of the district's policy is available in the principal's office and in the Office of Policy and Legal Affairs. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

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

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

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf

- The CDC's Preventing Teen Dating Violence.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, and Sex Trafficking** on page 18.

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.
- Verbal acts and name-calling;
- Graphic and written statements, which may include use of cell phones or the internet;
- Other conduct that may be physically threatening, harmful, or humiliating.

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

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

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

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

Retaliation

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

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

Retaliation of a student occurs 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, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 41]

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

Investigation of Report

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

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

The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

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

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 action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

If a student wishes to enroll in a correspondence course or a distance learning course, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Correspondence Courses [See CCISD Board Policy EHDE(LEGAL)]

Students in grades 8-12 may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. Students must make a written request to the principal or counselor prior to enrollment.

Note: These courses will appear on the transcript but will not be included in GPA calculation.

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

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 25 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days. [See policy FNAA for more information.]

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

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

From Others

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

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

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

(Several CCISD schools have adopted standardized dress codes adopted by the Campus Instructional Improvement Committee (CIIC). Please contact your child's school to verify if there is a standardized dress code and to obtain a list of the dress code guidelines. **Students attending campuses with approved standardized dress codes will also adhere to district dress code requirements.**)

The Clear Creek ISD dress code is established to teach grooming and hygiene, instill discipline, prevent disruption and minimize safety hazards, teach respect for authority, maintains a positive learning climate, and prepares our students for the future. Students whose religious beliefs require exemptions from the district's Dress Code in any way may be granted an exemption, provided the student presents a written statement, expressing a religious objection to the Dress Code that the district determines is bona fide. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- *During normal school hours, secondary students shall be required to visibly wear identification badges (ID's).*
- *For students in Pre-Kindergarten through 8th grade, no visible body piercing other than a student's ears will be allowed (e.g., no tongue piercing).*
- *No visible tattoos will be allowed.*
- *Appropriate clothing and shoes in good repair are required.*
- *Appropriate clothing shall cover midriff, shoulders and upper chest.*
- *No pajamas or undergarments shall be visible at any time.*
- *Inappropriate shoes include, but are not limited to, shower shoes, house slippers, and "heelies" (roller shoes).*
- *Any garment such as shorts or skirts, regardless of what they are called, must be worn no shorter than mid-thigh.*
- *Pants or shorts shall be appropriately sized and worn at the natural waistline and shall not expose skin above mid-thigh.*
- *Shirts may be required to be tucked in unless they are designed to be worn over the waistline and do not exceed four inches below the waistline.*
- *For students in Pre-Kindergarten through 8th grade, tights, form fitting pants, leggings, jeggings, spandex, exercise pants, and yoga pants must be covered by mid length shorts, skirts, or long shirts which cover the bottom.*
- *For high school students, inappropriate tights, form fitting pants, leggings, jeggings, spandex, exercise pants, and yoga pants must be covered by mid length shorts, skirts, or long shirts which cover the bottom.*
- *Students may not wear clothes, jewelry, and other accessories that contain suggestive, inappropriate, or vulgar slogans or images, or which advertise or depict tobacco products, alcohol, drugs, or any other items prohibited at school (such as weapons or explosives).*
- *Spiked and/or leather accessories and/or chains are not permitted (wallets, etc.).*

- *Any type of garment that can be interpreted as gang-related is not allowed on campus during school hours or at any school-related activity.*
- *Any non-religious head coverings (including but not limited to hats, caps, and jacket hoods) are not allowed to be worn on campus during school hours.*
- *Trench coats or oversized jackets are not allowed on campus during school hours.*
- *Sunglasses may not be worn in the building.*
- *Clothing/hair styles, which in the judgment of the building administrators, pose a health or safety hazard and/or disrupt the educational process are not permitted.*

Failure to comply will result in the student being required to change clothes. All class time missed is considered an unexcused absence. The building administrators determine whether a student's dress is appropriate. Repeated offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases. Campuses may insist that all bags, backpacks, gym bags, etc., remain in a student's locker throughout the school day.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

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

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. At no time should students be filming, taking pictures, or on inappropriate social media sites. Digital citizenship will be modeled and enforced.

Inappropriate use of a cell phone may result in the phone being removed from the student and held in the front office for a parent or guardian to retrieve. An administrative fee of $15 will be charged if the campus has a written procedure for charging this fee. Unclaimed devices will be disposed of after the notice required by law. [See Board Policy FNCE(LOCAL)]. The district is not responsible for damaged, lost, or stolen equipment or devices.

In accordance with CCISD safety procedures, students are prohibited from using all telecommunications devices in an emergency unless authorized by a teacher or staff member. [See Board Policies FNF].

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 109 and policy FNF for more information.]

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

Elementary and Intermediate Campuses

Cell phones and one ear bud may only be used before the first morning bell, in the Commons during lunch, and after school. Cell phones may only be used in the classroom with teacher permission for instructional purposes. The campus principal may impose additional limits on cell phone use.

High School Campuses

Cell phones and a single ear bud may be used in public areas (hallways, commons) throughout the day. Cell phones may only be used in the classroom with teacher permission for instructional purposes. The campus principal may impose additional limits on cell phone use.

Instructional Use of Personal Telecommunications and Other Electronic Devices

The district believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The district's goal is to increase student access to digital tools and facilitate immediate access to technology-based information, much the way that students utilize pen and paper. To this end, the district has opened a filtered, wireless network through which students in specific age groups will be able to connect technology devices. Students using district-owned or personal technology devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Clear Creek ISD network.

Responsible Use of District Technology Resources

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

[See CCISD Student Responsible Use Guidelines for Technology for more information].

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of sexting.

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 72 and **Standardized Testing** on page 112.]

Emergent Bilingual Students(All Grade Levels)

Clear Creek Independent School District provides linguistic programming for students who are Emergent Bilinguals (EBs). Linguistic programs include dual language and English as a Second Language (ESL). ESL is provided in grades PK-12 at all campuses. Spanish dual language is provided in grades PK-5 at five elementary campuses and in grades 6-8 at one intermediate campus. Additionally, Vietnamese dual language is provided in grades PK-K at one elementary campus. Teachers of EBs implement sheltered instruction methodologies and linguistic accommodations to support academic and language acquisition and when assessing students. Questions regarding linguistic programming may be directed to Tacy King, Director of Instructional Services for EBs, (281) 284-2564.

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 112, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Exam Exemption Criteria (High Schools)

Course Exemption List

<table>
<tr><th>Grade</th><th colspan="2">Fall Semester</th><th>Spring Semester</th></tr>
<tr><td rowspan="2">9th – 12th</td><td>Courses Eligible for Exemption</td><td>Courses not Eligible for Exemption</td><td rowspan="2">All Classes except courses in the Credit Recovery setting</td></tr>
<tr><td>• Elective Courses
• Semester long core courses</td><td>• Yearlong Core Courses
• Courses in Credit Recovery</td></tr>
</table>

- Core courses are defined as courses(including designated AP and CTE courses) that meet graduation requirements of the Foundation High School Program, as noted in the Educational Planning Guide (EPG).
- Electives are defined as any/all CTE, VPA, Health/Physical education, innovative course/s, and other courses identified as an elective in the course description as outlined in the EPG.

Criteria/Guidelines for Exemption Qualification

1. Unpaid fees/fines = exemption denied for ALL exams
2. Course Semester Average & Attendance Requirements per course
   a. 90-100 and no more than 4 absences per semester
   b. 80-89 and no more than 3 absences per semester
   c. 75-79 and no more than 2 absences per semester

* Note: If an AP student does not meet criterion #2 above, they MUST meet criterion #3 below:

3. AP Course Semester Average & Attendance Requirements per course
   a. Must take the AP exam aligned with the course (Fall semester AP courses – must be registered for the AP exam)
   b. 70-100 and no more than 4 absences per semester

All absences count against exemption qualifications with the exception of school related business (such as UIL, field trips, etc.). 5 tardies = 1 absence

4. Discipline
   a. ISS/OSS the semester of the exam = exemption denied for ALL exams
   b. DAEP placement or continuation of prior placement = exemption denied for ALL exams for the Fall and Spring semesters

c. Honor Code violation = exemption denied for ALL exams for the Fall and Spring semesters

d. Discipline referral in a class during the semester = exemption denied for THAT class

Any student eligible for exemption may elect to take semester exams to improve his/her grade. With this choice, a student's semester average may only be increased by the examination grade and may not be reduced by the examination grade.

Appeals regarding the loss of exemption eligibility must be submitted in writing to the campus administrator for consideration for a waiver to these criteria, prior to semester exams. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Exemption eligibility only excuses a student from taking a semester exam. It does NOT excuse a student from class attendance.

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

Each school organizes clubs considered beneficial to the students and the educational program. New clubs may be created if at least fifteen (15) students file a petition with the building principal. A faculty member must sponsor the club and the principal must approve the organization. Nonschool groups must receive permission from the principal to publicize nonschool club activities. [See Board Policy FNAA(LOCAL)] These clubs do not award CCISD letter jackets for participation.

The individual schools issue a list of available clubs and organizations at the beginning of each school year.

Honor Societies:

National Junior Honor Society

The Chapter requirements for admission to the National Junior Honor Society comply with those of the National Council. The criteria for selection on each campus will be available from the Jr. National Honor Society sponsor.

National Honor Society

The Chapter requirements for admission to the National Honor Society comply with those of the National Council. The criteria for selection on each campus will be available from the National Honor Society sponsor.

Eligibility for Extracurricular Activity Participation

An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills, but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to: public performances, contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy if any one of the following criteria apply:

- The activity is competitive.
- The activity is held in conjunction with another activity that is considered extracurricular.

- The activity is held off-campus, except in a case in which adequate facilities do not exist on campus.
- The general public is invited.
- An admission is charged.

A student will be permitted to participate in extracurricular activities subject to the following restrictions:

Intermediate School Only

During the first grading period, a student is eligible if he/she was promoted at the end of the previous year.

High School Only

During the first grading period, a student is eligible if he/she was promoted at the end of the previous year or has accumulated the required number of units toward graduation.

- Ninth grade year - promotion from eighth grade
- Second Year of High School - five or more State credits
- Third Year of High School - ten or more State credits
- Fourth Year of High School - fifteen or more State credits

All Secondary Schools

A student who receives a grade below 70 at the end of the any grading period (after the first six weeks of the school year) in any academic class (other than an advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are identified honors or advanced, and (2) completed the three school weeks of eligibility and seven calendar days waiting period (See UIL website www.uiltexas.org/policy/tea-uil-side-by-side/academic-requirements).

- Students who fail advanced academic courses, Honors courses, or advanced placement (AP) courses so designated by the Board of Trustees remain eligible. Students will be granted a one-time waiver for one (1) grading period for one (1) course if they fail an approved Honors/Advanced/ /AP course with a grade of 60-69 percent. Students will only be eligible for one (1) waiver for one (1) course per academic year. It is the responsibility of the student to have a waiver form completed.
- A student is allowed up to ten activity-related absences from a class during a full-year course and seven (7) absences from a class completed in one (1) semester in order to participate in school-related or school-sanctioned activities on or off campus. All UIL activities come under this provision, as do other extracurricular activities defined below. In addition, the district shall permit students to be absent for competitions and performances sponsored by other organizations approved by the Board, with a maximum of five (5) absences in a school year for such purposes.

- Any student assigned to Disciplinary AEP or ISS may not participate in nor attend extracurricular activities until the end of the assignment.

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Exception to Extracurricular Eligibility

A student who is ineligible for participation in extracurricular activities may participate in a public performance if the performance is required to demonstrate mastery of a particular course. The performance must be held on campus, not be competitive, not be subject to an admission charge, and not be held in conjunction with any other extracurricular activity, (unless adequate facilities do not exist on campus). [See FM(REGULATION).]

See the Student Code of Conduct and the Extracurricular Code of Conduct for additional information regarding restrictions on a student's eligibility to participate in extracurricular activities.

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 117.]

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

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

[See UIL Texas for additional information on all UIL-governed activities.]

Standards of Behavior

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.

- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books and school owned equipment.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 117.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance 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).
- Student insurance and insurance on school-owned instruments.
- Replacement fees for replacement of lost or stolen school-owned equipment, instruments, or uniforms.

Student cannot participate in extracurricular activities until all indebtedness is cleared.

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

Fundraising (All Grade Levels)

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

Only student organizations approved by the school are permitted to sell products in the name of the school. Participation in any fund-raiser is strictly voluntary and students shall not be required to participate. Students shall not bring items to school for sale to raise money for groups not related to school. To comply with IRS regulations, individual student accounts are not allowed.

All fundraising projects are subject to certain limitations. [See Board Policy FJ(LOCAL), FJ(REGULATION) and FJ(EXHIBIT)].

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Grade-Level Classification (Grades 9–12 Only)

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 (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 100 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;

- Complete the required number of credits established by the state and any additional credits required by the district;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE);
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA);
- Receive instruction on proper interaction with a peace officer; and
- Receive instruction in Cardiopulmonary Resuscitation (CPR).

Commencement Exercises

A student shall:

- Have satisfactorily completed all coursework credit requirements for graduation;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; [See Board Policy FMH(LOCAL) for details.]
- Have complied with the Student Code of Conduct and be in good standing in that respect;
- Have met all financial commitments to the school;
- Comply with the grooming code for students as well as any additional dress requirements established by the principal for the graduation ceremony;
- Have resolved any appeal related to loss of credit if that credit is required for graduation;

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 112.]

Foundation Graduation Program

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

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

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

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one (1) endorsement and Algebra II as one (1) of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 76.

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

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

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

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn two (2) credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.

- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Financial Aid Application Requirement

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

School counselors may assist students with the process of completing and submitting the FAFSA or TAFSA.

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must complete the alternative proof of FAFSA/TASFA completion established by local district policy.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

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

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

Please review TEA's Graduation Toolkit.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Graduation Speakers

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

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

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

[For student speakers at other school events, see **Student Speakers** on page 115.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the

student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 70.]

Scholarships and Grants

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

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 48 for more information.

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

Local scholarships, funded by community groups, are awarded each year. To become eligible for each scholarship, a student must complete the proper application form and submit it by the indicated deadline.

Students should visit the Naviance website, listen to announcements, check the appropriate bulletin boards, view the campus website, and visit their counselor for scholarship information.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

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

[See **Bullying** on page 41 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at Affidavit Request for Exemption from Immunization by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 85.

[See the DSHS website: Texas School & Child Care Facility Immunization Requirements and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

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

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home and from the Centers for Disease Control and Prevention's website Head Lice Information for Parents.

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law. No narcotics will be administered at school. Natural and/or homeopathic-like products not FDA approved will not be dispensed by school district personnel without a physician's order.

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

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

Epinephrine Auto-Injector Annual Notification

Anaphylaxis is a sudden, severe allergic reaction that is rapid in onset and may cause death. An epinephrine auto injector is a disposable medical drug delivery device that contains a premeasured single dose of epinephrine that is intended to be used to treat anaphylaxis. An authorized and trained individual may administer an epinephrine auto-injector on campus to a student and/or staff only when the individual believes a student/staff is experiencing an anaphylactic reaction. Emergency medical services will be activated, and parent notification will be initiated if/when an epinephrine auto-injectable is administered.

See also **Food Allergies** on page 86.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 17 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling Services** on page 53 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 86 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 87 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Physical Education (P.E.) Guidelines/Wellness

Students in grades K-5 have physical education classes. For your child's safety, it is recommended that the student wear tennis shoes. Most students find it helpful to keep a pair of shoes at school just for P.E. If a student is not to participate in P.E. or recess because of illness or injury, a note must be sent to the teacher and/or P.E. instructor. An excuse by a physician is necessary if the condition lasts more than three days and should state a specific date as to when they can resume all activities or with some restrictions.

PE Waiver (Secondary Campuses Only): Applications for a PE Waiver must be submitted to the athletic office by the last week of April of the previous school year to receive credit for the fall semester and by the end of the first week of December in the current year to receive credit for the spring semester. See CCISD EIF(REGULATION) Off Campus Physical Education Guidelines. Waivers will not be granted for team sports at the intermediate level.

Students approved for PE Waivers may be assigned to a study period in place of Health Fitness as determined by each campus. See your counselor regarding the PE waiver requirements and process.

Elementary School

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

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

Cold Weather Guidelines

Outdoor recess is an integral part of the school day and provides students with a break from structured classroom time. Recess promotes opportunities for physical exercise and social development. The outside temperature including wind chill helps to determine cold weather safety. Children are expected to come to school prepared to participate in outdoor recess/PE.

When the outside temperature including wind chill falls into the 30's, outside recess should be limited to 15 minutes.

Below freezing (32 degrees Fahrenheit), recess will be held indoors.

When wind chill or feels like temp reads:	Recommendations:
Below 60 degrees F	Jacket or long sleeves
Below 50 degrees F	Coat and long pants
Below 40 degrees F	Gloves and hats with above recommendations; increase caution; limit outdoor activity to less than 15 minutes
Below 32 degrees F	Indoor recess/PE

Intermediate School

The district will ensure that students in intermediate 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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Texas Department of Health Screening Requirements

Special Senses and Communications Disorders Act, Texas Health and Safety code requires that all children enrolled for the first time in any public, private, parochial, or denominational school or in a Texas Department of Protective and Regulatory Services licensed day-care center and group day-care home in Texas or who meet certain grade criteria must be screened or have a

professional examination for possible vision and hearing problems. All kindergartners, 1st, 3rd, 5th, and 7th graders, students new to CCISD, four (4) years through 12th grade are screened. The school nurse is required to keep those results in your child's health records. Texas Legislature has mandated all children in grades 6 and 9, (schools may adopt programs to screen grades 5 and 8 instead) be screened for signs of scoliosis (spinal curvature). Students will also be screened for acanthosis nigricans during the spinal screening or during the hearing and vision screening. AN is a light brown-black, velvety, furrowed, rough or thickened manifestation on the surface areas of the skin at the back of the neck which are indicative of high insulin levels and may increase their risk of type 2 diabetes. Parents will be notified if any abnormalities are found during any of the screening requirements mentioned above.

Special Health Concerns (All Grade Levels)

Health Services

Please be sure to notify the school nurse of any change in your child's health during the year. For example; allergies, medication taken daily at home, or health problems that we should be aware of for his/her safety and well-being. Food allergies requiring dietary restrictions or that require medical treatment also need to be documented.

Student Illness

Students who are ill or seriously injured prior to the school day should be kept home until improved (fever free for 24 hours without the use of fever-reducing medication) or released by a physician. Please do not send ill or injured students to school to be diagnosed by school personnel. Conditions requiring exclusion from school include:

- Temperature of 100° or more
- Vomiting or has vomited during the night
- Rash or skin infection other than poison ivy
- Diarrhea
- Contagious diseases or infestations - including but not limited to scabies, impetigo, conjunctivitis, live lice, and varicella.

During the school day, if a student becomes too ill to remain in school or is seriously injured, reasonable effort will be made to contact the parents. If a sudden, possibly life-threatening condition should occur, immediate safety of the student is the school's first concern. Ambulance transportation to a hospital will be arranged. Parents will be contacted as soon as possible.

Bacterial Meningitis (All Grade Levels)

Please see the district's website at https://www.ccisd.net/departments/details/~board/departments/post/health-services for information regarding meningitis.

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

[See **Immunization** on page 79.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at FFAF(LOCAL).

[See **Celebrations** on page 44 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

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

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the campus nurse or school counselor.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at https://pol.tasb.org/Home/Index/505.

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

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

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

Other Health-Related Matters

Local School Health Advisory Council and Health Education Instruction

In accordance with Board Policy BDF(LEGAL), CCISD Board Policy EHAA(LEGAL), and §28.004 of the Texas Education Code the Board of Trustees has adopted and enforces said policies to ensure that all elementary, intermediate school students engage in at least 30 minutes per school day or 135 minutes per school week of physical activity.

Local School Health Advisory Council

a. The Clear Creek ISD School Health Advisory Council is appointed annually by the Board of Trustees and meets four times each year.

b. The district has adopted and enforces Board Policy BDF(LEGAL), Board Policy EHAA(LEGAL) to ensure that district campuses comply with agency vending machine and food service guidelines for restricting student access to vending machines.

The district has adopted and enforces Board Policy BDF(LEGAL) which outlines penalties for the use of tobacco products by students and others on school campuses or at school-sponsored or school-related activities. A person under the age of 18, who possesses, purchases, consumes, or accepts cigarette or tobacco products violates the Texas MIP Tobacco Law and may be cited for Minor In Possession. The offense is a Class C misdemeanor and is punishable by a fine not to exceed $250. Additional penalties include an 8 hour Tobacco Awareness Class; 8-12 hours of tobacco-related community service; and a six-month delay or loss of driver's license.

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

The duties of the School Health Advisory Council (SHAC) range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. [See Board Policies at BDF(LEGAL) and EHAA.] Additional information regarding the district's SHAC is available from the https://www.ccisd.net/student-health.

[See **Consent to Human Sexuality Instruction** on page 17. **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 18, and policies BDF and EHAA, for more information.

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities, including Child Protective Services (CPS)/ Texas Department of Family and Protective Services (DFPS), wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

Permission to Leave Campus:

All Clear Creek ISD schools are closed campuses. Once students arrive on campus they may not leave until the official dismissal time of the school day unless they provide parental consent.

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day. Also note that picking up a child early on regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

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

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

For students in high school the following procedures must be followed:

1. Present a signed note from a parent/guardian to the appropriate office at the time of the check-out. Office personnel may verify parent/guardian request.
2. Receive permission from the appropriate office before leaving campus.
3. Return to the appropriate office upon returning to campus.

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

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or intermediate school be released unaccompanied.

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

Changes in Afternoon Dismissal – Elementary Only

All changes in transportation must be made in writing through the front office before 2:30 p.m.

At Any Other Time during the School Day

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

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

Failure to follow any of these procedures results in an unexcused absence truancy.

Lost and Found (All Grade Levels)

The “Lost and Found” is located in the school office. Lost articles and books are to be turned in to the office. Items left outside lockers, in the halls, on the window ledges, and in other places of the school will be picked up and taken to the office. Please print your name in your coats, jackets, P.E. clothes, and other personal belongings. Unclaimed items may be disposed of at the end of the semester. Students are responsible for their own personal belongings while on campus or at a school-related or school-sponsored event. Students are discouraged from bringing or wearing expensive clothing, sunglasses, or jewelry to school. Clear Creek ISD is not responsible for personal items which are lost, damaged, or stolen.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 38.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

DAEP Makeup Work

Elementary and Intermediate School Grade Levels

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to

complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Leila Sarmecanic, Office of Policy and Legal Affairs (281) 284-0013. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA Coordinator: Dr. Michelle Staley, Executive Director of Special Education, (281) 284-7733.

- For concerns regarding discrimination on the basis of disability, see the Dyslexia/Section 504 Coordinator, Michelle Pope, (281) 284-0078.
- For all other concerns regarding discrimination, contact: Franklin Moses, Assistant Superintendent of Secondary Education, (281) 284-7263; Holly Hughes, Assistant Superintendent of Elementary Education, (281) 284-3536; Leila Sarmecanic, General Counsel, (281) 284-0013.

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

Nontraditional Academic Programs (All Grade Levels)

Extended Instructional Programs [See Policy EHDD(LOCAL)]

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:

A. Award of high school credit only

B. Award of concurrent course credit at community colleges

C. Award of dual credit at universities

D. Tech-prep programs

E. Remedial or development instruction to pass TSIA.

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

Other College Level Courses

According to district criteria/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 [See Board Policy EHDD(LEGAL)].

Concurrent Enrollment

High School students may be granted credit for college course(s) taken at approved institutions to fulfill units not required for high school graduation according to the following procedures:

A. The student makes a written request to the principal or principal's designee that credit be given for a college course prior to enrollment in the course. The course(s) may be taken concurrently with high school courses during the summer or evening.

B. The parent(s)/guardian(s) affirms in writing to the principal or principal's designee that the student has parental permission to take the college course(s).

C. To obtain credit in year-long courses, such as English IV, a student must take both replacement semester college credit courses.

D. The student pays all costs associated with taking the college course(s) and provides the district with an official college transcript showing the grade received. The grade must be a minimum of "C" to qualify for high school credit.

Dual Credit

In a process called dual credit, students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses under the following provisions:

A. Students must complete the guidelines and an endorsement form to receive approval before registering for the college courses. Endorsement forms are located in the counselor's office.

B. Both the student and the parent/guardian must affirm this request.

C. The student must provide the college with a copy of this endorsement.

D. To obtain dual credit in year-long courses such as English IV, a student must take both replacement college dual credit courses.

E. Courses may be taken at the high school during the school day, or at the college campus. The student must pay tuition, and all associated expenses as identified by the college. In order to receive the high school credit portion of dual credit, the course grade must be at least a "C".

CCISD has agreements with College of the Mainland, and San Jacinto College for dual credit opportunities. College of the Mainland and San Jacinto College have different guidelines and criteria for admission. Adhering to the respective requirements is the student's responsibility.

CCISD has determined the courses for which dual credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). All dual credit courses along with their college course counterpart can be found in the Educational Planning Guide.

Parent and Family Engagement (All Grade Levels)

Working Together

Education succeeds best when there is a strong partnership between home and school— a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in intermediate school and again while your child is enrolled in high school.

- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 100.]
- Becoming a school volunteer. Register on the CCISD website. [See **Volunteers** on page 123 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, band boosters and campus and district committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the district.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [See policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 88 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are generally held on the fourth Monday of each month at 6:00 p. m. at the Education Support Center, 2425 East Main Street, League City, TX. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 2425 East Main Street, League City, TX and online at https://www.ccisd.net/boardoftrustees.[See policies BE and BED for more information.]
- Review the Student Handbook with your child prior to signing and returning to school the written statement that you have seen and understand the responsibilities outlined in the Student Code of Conduct.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester, however. Further, such removal does not exempt the student from satisfying grade level or graduation requirements as determined by the Board of Trustees and by the Texas Education Agency.
- Review your child's school records when needed. Take advantage of all opportunities to stay informed regarding your child's activities, as well as school activities and issues generally.

Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy.

Parking and Parking Permits (Secondary Grade Levels Only)

Students who park cars or other motorized vehicles on school property must apply for a parking permit. A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. A fee is charged for the parking permits.

Students must request a parking permit to park in a school parking lot. So long as space is available, but priority is given to seniors and students with special circumstances, as determined by the building or assistant principal. The principal's decision is final. Parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed limit is 10 m.p.h. Racing or "dragging" is prohibited on school property.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Students may not go to the parking lot during school hours without permission from the principal or principal's designee.
- Loitering is not allowed in the parking area. Disciplinary action may be taken.
- Parking permits may be revoked for disciplinary reasons at the discretion of the principal.
- Possession of a permit does not necessarily guarantee the holder a parking space in the student parking lot.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicion exists to do so. Students have full responsibility for the security of their vehicles and should make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action.

Violations of any of the preceding regulations can result in suspension of parking privileges. Illegal parking may result in the vehicle being ticketed and/or being towed away at the student's and/or owner's expense. If the parking sticker is confiscated, the parking fee is non-refundable. The unsafe operation of a vehicle may result in a fine and/or suspension of driving privileges.

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

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Students may exercise their First Amendment right not to recite the Pledges as long as they do not cause a disruption or interfere with the right of other students to

participate in the recitation of the Pledges. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 23.]

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Prekindergarten—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Placement of Student Transfers

Students entering the district from non-accredited public, private, or parochial schools, including home schools, and foreign schools shall be placed initially at the discretion of the principal, pending observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement in accordance with district EIE(REGULATION) may include:

- Scores on achievement test(s) which may be administered by appropriate district personnel.
- Recommendation of the sending school.
- Prior academic record.
- Chronological age and social and emotional development of student.
- Other criteria deemed appropriate by the principal.

Elementary and Intermediate Grade Levels

In kindergarten–grade 5, promotion to the next grade level shall be based on demonstrated mastery of a majority of the grade-level objectives.

In addition to local standards for mastery and promotion, students in grade 5 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade

In grades 6–7, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for the following subject areas: mathematics, English/ language arts (ELA), science, and social studies. In addition, students must have a grade of 70 or above in mathematics and ELA.

In grade 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for the following subject areas: mathematics, ELA, science, and social studies, and a grade of 70 or above in mathematics and ELA. In addition to local standards for mastery and promotion, students in grade 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. [See **Standardized Testing** on page 112.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 72.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 72 and **Standardized Testing** on page 112.]

Repeating a High School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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

Curriculum Mastery

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See Board Policy EIE.]

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade for those courses with a numerical grading system.

- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, or semester exams. Mastery of at least 70 percent of the objectives shall be required for those courses with a numerical grading system. Mastery of the majority of the objectives is required for those grade levels utilizing standards-based grading.

Promotion Requirements

Grades 1 – 6

To be promoted from grades 1, 2, 3, 4 or 5 to the next sequential grade level, a student shall demonstrate proficiency in language arts and mathematics.

In addition to local standards for mastery and promotion, students in grades 5 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Grade 7

To be promoted from grade 6 to grade 7, a student shall have a grade average of 70 or better on a scale of 100 in each of the subjects of language arts composite (the average of language arts and reading), mathematics, science, and social studies.

Grade 8

To be promoted from grade 7 to grade 8, a student shall have passed at least six full-year courses including language arts composite (the average of language arts and reading), mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

Grade 9

To be promoted from grade 8 to grade 9, a student shall have passed at least six full-year courses including language arts, mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course. In addition to local standards for mastery and promotion students in grade 8, beginning in 2008, must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Grades 10 – 12

Mastery of at least 70 percent of the objectives on district-approved tests shall be required. Grade-level advancement for students in grades 10-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester with appropriate reclassification at mid-year for students who were retained or, as needed, in the spring semester for students who are eligible for graduation including early graduates.

Classification	Grade Level	Credits Earned
Sophomore	10^{th}	6
Junior	11^{th}	12
Senior	12^{th}	18

In addition to the promotion requirements placed on Grades 2-12, Grades 3, 5, and 8 must also meet the additional standards established by the State's Student Success Initiative.

Student Success Initiative:

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics.

Under the Student Success Initiative grade advancement requirements, students are required to meet the passing standard on the fifth and eighth grade State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests to be promoted to sixth or ninth grade. The requirements also apply to students served by special education and Emergent Bilinguals (EBs).

Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

Secondary Course Offerings and Credit

A complete listing of courses for intermediate and high school can be found on the district website www.ccisd.net. Course offerings are located in the Intermediate and High School Educational Planning Guides.

Release of Students from School

[See **Leaving Campus** on page 90.]

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

Grading and Reporting Procedures: Late Work, Homework, Tutorials, Make-Up Work

See the Clear Creek ISD Instructional, Grading, and Reporting Procedures for all academic grading and assessment information. The Instructional, Grading, and Reporting Procedures may be accessed at www.ccisd.net.

Parents are encouraged to request a parent/teacher conference when concerns over grades arise. Parents may also regularly check Skyward Family Access for their child's progress.

The following are excerpts of relevance to this document:

Grading System and Report Cards

Report cards are given at the end of each nine-week grading period. It is the student's responsibility to deliver the Report Card to the parent/guardian (secondary Report Cards are mailed for the fourth nine weeks). Elementary Report Cards require a parent/guardian signature on the Report Card Folder.

All procedures for grading and reporting can be found in the Instructional, Grading, and Reporting Procedures on the district website www.ccisd.net.

Semester Averaging (High School Course Work)

TEKS-based high school course semesters will be averaged to calculate the overall yearly average for course credit implementing the following criteria:

A. State of Texas TEKS-based high school courses from the Fall and Spring semester of the same academic year apply.

B. Summer School and alternative delivery (e.g. on-line, correspondence, etc.) may not be considered for semester grade averaging.

C. The attendance requirements or a waiver must be met.

Petition to be exempt from semester averaging must be made within one week of the notification of a failed semester.

Reteach and Retest/Reassess for Mastery

Required Reteach

A. If 25% (50% for AP courses) or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for reteach and retest during class time to the students not demonstrating mastery using different methods of instruction. (Nine Week Benchmark Tests, Semester Exams, and Final Exams are excluded).

Required Retest/Reassess for Mastery

A. The 25% (50% for AP) or more of the students who do not demonstrate mastery are re-evaluated after they are retaught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.

B. A student must score at least 70% on the reevaluation to demonstrate mastery of the Texas Essential Knowledge Skills. A grade of 70 is the maximum that can be earned on the reevaluation and is recorded to designate that mastery. If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.

Other Opportunities for Reteach and Retest/Reassess

A. If less than 25% (50% for AP courses) of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time may be used for reteach.

B. In the event of unusual circumstances, an individual student can ask for the opportunity for reteach and retest. This request will be evaluated by a committee of the teacher, department head, and curriculum principal. In case of disputes, the final decision rests with the head principal. The request for a retest should be made within one (1) week after the test has been returned.

Grade Point Average Class Rank Reporting: Class of 2024, 2025, and 2026

Beginning with students entering grade 9 in the 2019–20 school year, cumulative GPA and rank in class shall be calculated for and communicated to students at these specified times:

End of grade 9: following the second semester grading period (June) of the academic year.

End of grade 10: following the second semester grading period (June) of the academic year.

Midyear and end of year grade 11: following the first semester grading period (January) and following the second semester grading period (June) of the academic year.

Midyear and end of year grade 12: following the first semester grading period (January) and following the second semester grading period (June) of the academic year. [See Policy EIC(LOCAL).]

Grade Point Average Class Rank Reporting: Class of 2027 and Beyond

Beginning with students entering grade 9 in the 2023–24 school year, class ranking GPA and rank in class shall be calculated for and communicated to students at these specified times:

End of grade 9: following the second semester grading period (June) of the academic year.

End of grade 10: following the second semester grading period (June) of the academic year.

Midyear and end of year grade 11: following the first semester grading period (January) and following the second semester grading period (June) of the academic year.

Midyear and end of year grade 12: following the first semester grading period (January) and following the second semester grading period (June) of the academic year. [See Policy EIC(LOCAL).]

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns through the See Something, Say Something Skylert Quick Tip form at www.ccisd.net.
- 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. Students or parents pay the premium for the coverage if they choose to participate. The district by law cannot purchase the coverage on the student's behalf. By declining the insurance offer or failing to respond to it or pay the premiums, the parent(s)/guardian(s) are accepting full

responsibility for costs associated with a student's injury. The district is not responsible for costs of treating injuries and cannot assume liability for any other costs associated with an injury.

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

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

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

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

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

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

Emergency School Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to

notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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

[See **Parent Contact Information** on page 48 and **Communications-Automated, Emergency** on page 50.]

The following radio and television stations will announce any official emergency closing of school due to severe weather conditions:

KTRH	-	740 AM Radio
KIKK	-	95.7 FM Radio
KPRC	-	Channel 2 TV
KHOU	-	Channel 11 TV
KTRK	-	Channel 13 TV
KNWS	-	Channel 51 TV

School closings and other emergency messages will be displayed on the District website at www.ccisd.net.

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 112.]

Schedule Changes (Intermediate Grade Levels)

Schedule changes can have a significant impact on the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) committee. Student's schedules must coincide with ARD recommendations.

Schedule changes will be considered during the first 5 class days for the following reasons only:

1. Student is a senior not scheduled in a course needed for graduation.
2. Student has already earned credit for a course in which he/she is currently scheduled.
3. Student does not have the prerequisite(s) for a class listed on his/her schedule.
4. Student has previously failed course with the same teacher.
5. Student has been dismissed from a program where approval must be granted for placement.
6. Student does not have a full schedule.
7. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
8. Student needs remedial coursework for state assessment graduations requirements.
9. A class is listed that the student did not request.

Course Level Changes

Course level changes will be considered at the first progress report and at the end of the first nine-week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Honors, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine-week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

1. Students approved for a level change at the first progress report into a non-weighted course (e.g. Honors to on-level): The teacher of the new non-weighted course will insert the grade average recorded by the previous teacher, plus ten points, into all open assignments taken in the new course prior to the date of transfer.

2. Students approved for a level change at the end of the nine week grading period into a non-weighted course (e.g. Honors to on-level): The teacher of the new non-weighted course will submit a grade change form adding 10 points to the first nine week grading period of the semester. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e. the nine-week average prior to adding the 10 points)

3. Students approved for a level change into a weighted course (e.g., Honors to AP, on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level up will only be allowed until the first progress report.

For Seniors Only: The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may receive credit per FEC(LEGAL), including courses that do not offer a course level change. Grades recorded as W/P and W/F are included in the calculation of the GPA; however, no credit is awarded. No grade points (0) are awarded for the W/P or W/F grade (i.e., averaged as a “0”). Students must enroll in at least five high school classes if on a seven period day.

Emergency Situations: Students with disabilities who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Admission, Review, and Dismissal (ARD) or 504 process.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district’s plan in more detail, please contact the Facilities & Planning Department at (281) 284-0048.

Food and Nutrition Services (All Grade Levels)

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

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

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. Children who are approved for benefits are eligible to receive the same access to the "meal deal" at both breakfast and lunch as all other students. An application may be requested and submitted at any time during the school year if a family's financial situation changes. Paper applications for free and reduced-price meals may be obtained by requesting the form at the students' campus or from the Child Nutrition Office. These applications can take up to ten (10) business days to process. For a faster response, parents may complete the application online at *www.schoolcafe.com*. A new application is required for the new school year and parents are encouraged to complete this process promptly to avoid any delay. [See policy CO for more information.]

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals by incurring a negative balance of up to $1.00, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

A student may bring a lunch from home or purchase a lunch in the cafeteria. Parents may bring food for their child only and must adhere to any campus restrictions regarding the time and method of delivery. Students will eat in the cafeteria. Students are to walk to the cafeteria in an orderly manner. Cutting in line will be reason for disciplinary action. Students should find a table and be seated, and should not save places, move from table to table, or move chairs to another table. Students should respect other students' food and trays.

Elementary lunch periods are 30 minutes in length.

Elementary students are discouraged from bringing canned pudding or snack packs with metal tops. Knives and glass containers are prohibited. Children should be able to open their own lunch items.

Visiting is part of the lunch period relaxation, but being unduly noisy will not be allowed. Students should clean tables before leaving; take all utensils to designated areas; place all paper in the trash can; and return trays to the proper area.

CCISD Meal Account Regulation

CCISD has established a charge limit on all student's meal accounts up to a negative balance of $1.00 for meals only. A student's account may not go negative as a result of an a la carte purchase. Once a student's account becomes negative, an automated phone call and an email will be generated based on the information in Skyward. In the event a student's account will or has reached the maximum charge limit with the purchase of a meal, the student will be served an alternative meal at the elementary and intermediate levels. Payment of negative balances are the responsibility of the student and parent/guardian. Should there be an issue with the ability to repay the negative balance in a timely manner, you must contact the Child Nutrition Department in writing to set up a repayment plan.

To manage your student's meal account in a more efficient manner, we encourage you to use *https://www.schoolcafe.com/clearcreekisd*. This website allows you to make payments, set restrictions, set notifications and apply for meal benefits.

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

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

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 92 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, at (281) 924-8013.

Conduct Before and After School (All Grade Levels)

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

Supervision of Students Before and After School

Students who arrive on campus prior to identified morning duty hours will remain unsupervised. Students who remain on campus, unless under the supervision of school personnel, after the identified afternoon duty hour will be unsupervised and may be subject to disciplinary action.

Personal Conduct

A student whose personal conduct or language is considered disruptive or inappropriate to the function of the school or is disrespectful to any member of the school staff will be subject to disciplinary action.

Other actions that constitute misconduct are defined in the Student Code of Conduct

Library (All Grade Levels)

Each campus library will announce its schedule for special services. Each high school library will be open at certain scheduled times other than during the regular school hours, as announced by the library.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

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

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

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

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

School facilities are available for use by student groups, before and after school hours. Student groups desiring to utilize school facilities must seek prior approval for such usage from the group's faculty sponsor and the appropriate building principal. No student group should remain at school after 3:00 p.m. without a sponsor.

Students may be charged a security deposit for the return of materials, supplies and equipment used in a particular course or activity. A parent/guardian may be held liable for any damage to district property caused by a student's willful or malicious behavior, or if the damage results from the student's negligent behavior.

School-Sponsored Field Trips (All Grade Levels)

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

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

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

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

Field trips are intended to enhance or supplement the schools' instructional program. The school district requires parent permission and emergency information forms to be signed and returned before students are permitted to leave the campus.

Adult chaperones may ride school buses on field trips if space is available, but pre-school siblings are not allowed on district buses. In order to qualify as a chaperone, the adult must qualify through the Volunteer Online Application process. Transportation of students in private vehicles driven by a parent, chaperone or employee is not recommended. Any request of this type requires advance approval from the principal. [See FMG(REGULATION) and FMG(EXHIBITS).]

Searches

Searches in General (All Grade Levels)

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

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

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

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

District Property (All Grade Levels)

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

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

Lockers

Lockers may be provided for the students. Each student is responsible for the neatness and care of the locker assigned to the student. Periodic checks will be made on the lockers to see that each is as neat and clean as possible. Lockers are the property of the school and are provided to the students without charge. The lockers may be searched at any time by school officials. Lockers may not be shared.

It is important that students keep textbooks, school supplies, and other possessions in their lockers. Do not give combinations to your friends. Locker combinations cannot be changed during the school year. Personal locks are not permitted unless authorized by campus administration.

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 64 and policy FNF(LEGAL) for more information.]

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. [See Board Policy FNF(LOCAL).]

Trained Dogs (All Grade Levels)

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

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Special Programs (All Grade Levels)

The district provides special services for gifted and talented students, students who are homeless, students in foster care, Emergent bilingual students, migrant students, Emergent Bilingual students (EBs), students diagnosed with dyslexia, and students with disabilities, and Pre-Kindergarten. 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 a school counselor. Each campus implements a Student Success Team/Committee to assist with the appropriate educational recommendations for these students.

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Gifted and Talented Services

The district's services for gifted and talented students is designed to serve those who perform or show potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

Testing for all students in grades 1-12 will occur in the fall. The deadline for referrals is October 1. Kindergarten students will be screened during the fall semester and students who qualify will be tested during the month of January. The deadline for referrals to participate in the kindergarten testing cycle is December 1. Referrals for all grade levels must be submitted in writing to the Gifted Program Office or to the GT Specialist on your child's campus. Students who are new to the district and have previously been in an established gifted program will be evaluated on an ongoing basis. Referrals for the program are accepted year-round with students being tested in the fall semester. No student may be tested more than twice in elementary school (K-5) or twice in secondary school (6-12). Private testing is accepted from

approved psychologists only. Please contact the GT office for a list of approved professionals. Please contact the Advanced Academics and GT Programming office for a list of recommended professionals.

Referrals are accepted from the following: teachers, administrators, counselors, students, Special Education personnel, and parents/guardians. Criteria for selection includes both quantitative (cognitive skills tests) and qualitative (teacher recommendation, grades, portfolio samples) data. A Selection Committee of at least three trained professionals will examine the qualifications of each candidate and recommend appropriate placement. Participation is ongoing unless it is determined that the student is not benefiting from placement in the gifted program. Students who transfer into CCISD and were identified as gifted and talented in their former school may be reassessed based upon district standards. The CCISD gifted program does not offer an assessment program for students not enrolled in the district. The CCISD gifted program follows the guidelines of the Texas State Plan for the Education of Gifted and Talented Students. A Gifted and Talented Comprehensive Plan is available on the district website, at each campus, and at the Gifted Program Office.

[See Board Policies EHBB and EHBB(REGULATION).]

Dyslexia and Related Disorders

If your child has experienced reading difficulties, you should first contact your child's teacher. Further concerns should be brought to the attention of the school counselor or assistant principal for information on the District's dyslexia program, and information regarding appropriate testing for reading disorders. Copies of the CCISD Dyslexia Handbook are available to all parents at each campus. Questions regarding the District Dyslexia program may be directed to the Section 504/Dyslexia Coordinator.

Student Success Team

If you are concerned about your child’s performance in school, you should contact the assistant principal. He or she will refer your child to the Student Success Team (SST), which will address your concerns. The SST is made up of teachers, administrators, specialists, counselors and other District staff who will gather information regarding your child. This team can make recommendations for immediate interventions and additional evaluation if necessary. For additional information regarding the Student Success Team, please contact the campus principal or Assistant Superintendent for Elementary or Secondary Education at (281) 284-0000, or by mail at 2425 East Main Street, League City TX 77573.

Pre-Kindergarten

Pre-Kindergarten classes are available at several elementary campuses. Eligible students must be three or four years of age by September 1 of the school year enrolled and must be limited English proficient; economically disadvantaged; homeless; in or have ever been in foster care in the state of Texas; or the child of a parent serving in the military, or the child of a parent injured or killed while serving in the military. Contact the Early Childhood Intake Center for more information (281) 284-0330.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn

about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT. All students in 11th grade will be provided one opportunity to take a district administered, school day SAT or ACT as determined by the district. This one time, school day testing opportunity will take place in the spring semester of the 11th grade year.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3–8

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

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

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

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

Standardized Testing for a Student in Special Programs

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

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

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

graduation plan (PGP). [See **Graduation** on page 70.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

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

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

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

Personal Graduation Plans - Intermediate School Students

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

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

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

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

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

[See **Personal Graduation Plans** on page 76 for information related to the development of personal graduation plans for high school students.]

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

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

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

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

STAAR and EOC assessments are administered electronically.

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

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

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

Student Speakers (All Grade Levels)

If the program provides for unscripted student speech, student speakers shall be given a limited public forum to introduce assemblies sponsored by the junior or senior class and extracurricular banquets and awards ceremonies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 72 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

A student who enters a classroom after the tardy bell rings without the properly signed admittance slip is counted as tardy. The only excuse for being tardy is school business. For example, students in grades K-5 are considered tardy if they are not in their classroom by 8:10 a.m.

For an unexcused tardy, the student may be assigned to detention hall, ISS, or suspension. A student must be in attendance for 50 percent of the instructional time in order to be counted as present.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

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

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

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

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 108.

Textbooks

Students are responsible for their textbooks and the condition of the textbooks. A student must:

- Cover the textbook.
- Have the teacher or student enter the student's name into the textbook.
- Put no additional marks in the textbook.
- Report a lost book immediately to the teacher or textbook custodian and make arrangements to pay for it.
- After a student pays for the lost textbook, the teacher or textbook custodian will issue another book to the student. The student may receive a refund for the lost book once it is located, provided the student can produce a receipt that he/she paid for the textbook. At the end of the school year, the student must return the books issued or pay for each lost book and/or pay for damages to the book.
- Textbooks will not be loaned for the summer.
- Each student, or his/her parent/guardian, shall be responsible to the teacher or textbook custodian for all books not returned by the student, and any student failing to return all books shall forfeit his/her right to free textbooks until the books previously issued but not returned are paid for by the parent/guardian; however, the student will be provided textbooks for use at school during the school day.

Students who fail to clear all indebtedness to a campus may be prohibited from participation in extracurricular/class activities.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 29, **Bullying** on page 41, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 32, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 109.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact CCISD's transportation department at (281) 284-0600 for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact CCISD's transportation department at (281) 284-0600.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Transportation Bus Rules

CCISD Transportation Procedures were established for the safety of all students riding on Clear Creek ISD buses.

Transportation bus cards permit CCISD students to ride a school bus. These bus cards must be kept on file in the Transportation Department at all times. At the beginning of each school year, the bus drivers are given two weeks to distribute and receive completed bus cards from each student that boards the bus. Thereafter, the cards may be obtained at the students' school campus and students must present a bus card in order to board the bus.

General Safety Rules

1. Obey the instructions of the bus driver. At no time, should a student be disrespectful or refuse to cooperate with the driver.
2. Board and leave the bus at designated stops only.
3. All students must ride their assigned bus. Student transportation on a bus other than the bus regularly assigned will be granted in EMERGENCY SITUATIONS ONLY. This permission must be approved by the student's principal, and a "Bus Transfer Slip" issued.

Most emergency situations would involve medical problems, accidents or the unforeseen necessity for the parent/guardian to be out of town.

4. Do not ask to ride home on another bus with a friend.
5. It is the responsibility of the parent/guardian to provide transportation to school if a child misses the bus.
6. The driver has the authority to confiscate any prohibited items or any other items deemed distracting or dangerous.
7. The driver will not allow any unauthorized person to board the bus.

Procedures for Waiting for the Bus

1. Be at your bus stop five minutes early and visible before scheduled pickup time. The driver will not wait or honk, nor will he/she stop for late students or students running for the bus.
2. Students should be no closer than 10 feet from the bus, which is called the "Danger Zone." Be in plain sight of the approaching bus driver and other traffic. Be watchful and don't play around.
3. Before the bus approaches, form a line and be prepared to load immediately.
4. Stand still and clear of the bus. Move toward the bus ONLY after door opens and/or driver signals you to load.
5. Parents/guardians should instruct their children on what to do if they miss the bus.

Loading the Bus

1. Do not push or shove; always use the handrail.
2. Stay out of the bus "Danger Zone." Wait until the door opens or driver gives signal before approaching the bus.
3. Go directly to your assigned seat. The bus will not move until all students are seated. Students must remain seated at all times. Delays affect traffic and schedules.
4. Seating arrangement will be assigned. The bus driver may change seating arrangements anytime he/she deems necessary.
5. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone” at the campus while loading in the afternoon. Students will not be allowed to board bus after the doors are closed without administrative approval.

Conduct on the Bus

1. Classroom dress code and conduct rules shall be followed. Shoes must be worn while riding the bus.
2. Normal conversation is permitted; avoid loud noises that may distract the driver and create an unsafe condition. Do not talk to driver while bus is in motion.
3. Keep all body parts inside the bus.

4. Scuffling, fighting and the use of obscene, vulgar or profane language and gestures are forbidden.
5. Do not spit or throw objects inside or out of the bus.
6. Do not litter, mark, cut or scratch any part of the bus. Student is responsible for damage.
7. Do not tamper with bus equipment.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual emergency.
9. Students shall never attempt to operate the passenger door or other controls except in case of emergency.
10. Students shall remain seated at all times and face forward for the duration of the trip.
11. Students shall keep their feet in front of them and out of the bus aisle.
12. Do not spray any substance (ex. hairspray, cologne, perfume, deodorant) while on the bus.

Getting Off the Bus

1. Stay seated until the bus has come to a complete stop and the door has been opened.
2. Use the handrail and take one step at a time when leaving the bus.
3. Wait for your turn to leave the bus. Pushing and crowding will only slow exiting and may cause an accident.
4. Students must move away from the bus as soon as they disembark. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone."
5. If crossing the street, cross in front of the bus and wait for the driver to signal.
6. If an article drops or rolls near or under the bus, get the attention of the driver immediately and have the driver assist you to retrieve the article. Do not attempt to retrieve the item without the assistance from the driver.

Dropping Off Pre-kindergarten and Kindergarten

Parents or a documented designee must be at the bus stop to receive PK and KG students. If no one is there to receive the student, the student will be returned to the campus. It is the responsibility of the parent to see that students who are returned to school are picked up. Any student returned three times, will have their riding privileges suspended for the remainder of the school year.

Designated Stop/Changes

Students will be picked up and dropped off at the student’s designated bus stop. Only one location for pickup and one location for drop-off will be allowed.

Prohibited Items on the Bus

1. Tobacco.
2. Live animals or insects.
3. Glass containers.

4. Alcoholic beverages, drugs or chemicals.
5. Weapons, explosive devices, stun guns, pepper spray, sharp objects or firecrackers.
6. Objects such as (large musical instrument, shop project or tri-fold).
7. All items must be kept on the student's lap or within the seating compartment and may not deny another student a seat.
8. Balls, balloons and skateboards.
9. Food or drinks (no eating or drinking on the bus).
10. Matches or lighters.
11. Sound producing electronic devices or headphones.
12. Any other item prohibited by the CCISD Student Code of Conduct.

Accidents or Emergencies

1. Follow the driver's instructions.
2. If you must leave the bus, stay in a group and move to a safe location as directed.
3. The following procedures will be used for evacuation in an emergency situation:
    a. Students nearest the door will open the door and hold it open.
    b. Leave the bus in a single file as quickly and quietly as possible.
    c. Evacuation will start with the seat nearest the front door unless otherwise instructed.
    d. Follow the driver's instructions completely.

Discipline

The school bus is an extension of the classroom and discipline will be administered by the Transportation Supervisor with assistance from the bus driver. All CCISD Board policies that apply to student conduct and other student-related activities apply to the school bus. The following procedures shall be followed when discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. The driver may pull the bus over and stop in order to safely manage student behavior.
2. If the student refuses to comply with a reasonable request, the driver will report the incident to their Route Supervisor upon returning to the Transportation Department. The notification shall be made in writing on the School Bus Safety Report.
3. The Route Supervisor shall investigate the incident and notify the driver of the action taken.
4. 1st report = warning.

    2nd report = probation.

    3rd report = 3 day suspension from riding the bus.

    4th report = 10 day suspension from riding the bus.

5th report = 30 day suspension from riding the bus.

6th report = suspension from riding the bus for the remainder of the year.

Note: At the discretion of the Transportation Department, bus riding privileges may be suspended due to the nature of the infraction.

- The student will be given a copy of the report to take home for the parent's signature and return signed copy to the driver.

Serious Violation: The Director of Transportation has the authority to bypass steps from serious violations or to repeat a step if the behavior is not a serious violation. Some examples of a serious violation are fighting, cursing, threatening the driver, etc.

The campus administration may impose additional consequences or take appropriate additional disciplinary action in accordance with the Student Code of Conduct.

Immediate appropriate legal/disciplinary action may be taken against any student(s) engaging in any of the following misconducts:

1. Possession of firearms, a knife, or other dangerous devices will not be permitted and will result in immediate loss of bus privileges for the remainder of the school year.
2. Use of abusive, profane language or indecent gestures on or near a bus in which students are being transported or directing such language toward the students or the driver.
3. Hindering in any manner the operation of a school bus or obstructing, unnecessarily, any roadway on which a school bus travels.
4. Making threats against or engaging in physical contact with a school bus driver.

Detection

Individual school buses may be equipped with video cameras that will record the conduct of students and any verbal communication between students and driver. This recording may be used for disciplinary purposes.

The above rules of conduct, as well as the Student Code of Conduct, apply to Clear Creek ISD students who are being transported by buses or other vehicles owned, operated, and controlled by the school district. A student who damages or defaces a Clear Creek ISD vehicle may be subject to disciplinary and/or legal action and may be required to make restitution. Any violation of these rules will be reported by the bus driver to the Route Supervisor for corrective action. These safety rules will be enforced by appropriate action that may include the temporary or permanent withdrawal of riding privileges and/or consequences specified in the Student Code of Conduct. The consequences for any given action will depend upon the seriousness of the violation and all other circumstances.

Pursuant to Texas Education Code §26.009(b) and consistent with CCISD Board Policy FO(LEGAL), the district may, without consent of a child's parent/guardian, make a videotape or recording of the child "for the purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses." However, under the Federal Educational Rights and Privacy Act (FERPA), videotapes revealing images of students and other "personally identifiable information" is protected from disclosure absent parent/guardian consent. Therefore, if a parent/guardian wishes to view a bus video recording in response to a disciplinary action, the parent may do so only if video does not contain images or information related to other students.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 19 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

Visitors

For the safety of our students and of those within the school, visitors must report to the main office and officially register through the visitor check in system using a state issued driver's license or ID card to receive a badge prior to admittance to the school. Students may not go to the parking lot or outside the building to meet a visitor or parent. Visitors or parents who wish to deliver a lunch to a student must check in at the front office. Persons with official business are permitted on the school campus. Nonstudents, such as friends from other schools, or siblings or relatives may not be on campus to visit during the school day without permission from the principal. Pets or animals, other than certified assistance animals are not to be brought to school without prior approval. Visitors to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits should be limited to a duration of fifteen to twenty minutes. Visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Unauthorized visitors may have charges of trespassing filed against them. [See Board Policy GKA(LEGAL)].

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.

- Report to the main office.
- be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

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

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 19 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal of the District Communications Specialist for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, volunteers will be subject to a state criminal history background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

If at any time a student moves from the school attendance area, the office must be notified immediately so that the proper withdrawal procedure can be initiated. No withdrawal form will be issued without clearance (textbook, library fees, and other fees). To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

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

Glossary

Accelerated instruction, including **supplemental instruction,** is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

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

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include **English learner**, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

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

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

TAC stands for the Texas Administrative Code.

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

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix:
Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit https://pol.tasb.org/Policy/Code/505?filter=FFI. Below is the text of Clear Creek ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on November 11, 2017.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be entered into the District's electronic database for maintaining such reports.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

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

Confidentiality

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

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.