

**College Station
Independent School District**

Student Handbook



2023-2024

Success...each life...each day...each hour

College Station ISD Handbook

2023–24 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Executive Director of Special Services, at 979-764-5440.

COMPLIANCE STATEMENT

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the College Station Independent School District to comply fully with the nondiscriminating provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). College Station I.S.D. makes positive efforts to employ and advance in employment all protected groups.

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281. FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) Acceptance policies on student transfers from other school districts;
- (2) Operation of school bus routes or runs on a no segregated basis;
- (3) Nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) Enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) Nondiscriminatory practices relating to the use of student's first language; and
- (7) Evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

For more information about your rights or grievance procedures, for employees, contact the Title IX and ADA/504 Coordinator (Josh Symank), Director of Human Resources, 1812 Welsh, College Station, TX 77840, or call (979)764-5411; for students, contact the Title IX Coordinator (Chrissy Hester), Director of Student Services, 1812 Welsh, College Station, TX 77840, or call (979)764-5415, or ADA/504 Coordinator, Executive Director of Special Services, 1812 Welsh, College Station, TX 77840, or call (979)764-5433.

College Station ISD prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask College Station Independent School District to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or the eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); or a parent or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Acknowledgement of College Station ISD Student Handbook

The 2023-2024 College Station ISD Student Handbook is **available online** at the district website: www.csisd.org under the General Information section.

I have received a hard copy of the CSISD Student Handbook. I understand that upon receipt of the Handbook, I am responsible for signing and returning the signature sheet to my child's school.

School _____ Date _____

Student's Grade Level _____ Homeroom _____

Student's Name (Please Print) _____

Student's Signature _____

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature _____

PLEASE RETURN THIS SHEET TO YOUR CHILD'S TEACHER

College Station Independent School District
www.csisd.org

Board of Trustees

Jeff Horak, President
Joshua Benn, Vice President
Geraldyn Nolan, Secretary
Blaine Decker
Thomas Hall
Kimberly McAdams
Darin Paine

Superintendent

Dr. Tim Harkrider

CSISD Framework for Success



Inspire - Sparking motivation to ignite action

Connect - Cultivating relationships and bridging new information with prior experiences

Explore - Learning motivated by curiosity, discovery, and inquiry

Create - Developing and constructing innovative designs

Engage - Captivating through immersive, meaningful experiences

Reflect - Taking time to process, develop awareness, and evaluate learning

The College Station Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing educational services. Josh Symanck, Director of Human Resources, 1812 Welsh, College Station, TX 77840 (979-764-5411), has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. The Executive Director of Special Services and Accountability, 1812 Welsh, College Station, TX 77840 (979-764-5433) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act.

CSISD School Hours

<u>Level</u>	<u>Regular Hours</u>	<u>Early Release</u>
Elementary	7:40am – 3:05pm	7:40am – 12:45pm
Intermediate	8:25am – 3:50pm	8:25am – 1:30pm
Middle School	8:25am – 3:50pm	8:25am – 1:30pm
High School	8:25am – 3:50pm	8:25am – 1:30pm
College View HS	8:25am – 3:50pm	8:25am – 1:30pm

Due to various safety measures that have been put into place, our doors will not open prior to 7:15 am.



BELL SCHEDULE

1ST PERIOD - 8:25-9:20

2ND PERIOD - 9:25-10:20

3RD PERIOD (ADVISORY) - 10:25-11:00

4TH PERIOD - 11:05-12:45

A Lunch 11:05-11:35	B Lunch 11:40-12:10	C Lunch 12:15-12:45
MATH	SS	ELA
SCIENCE	THEATER, MUSIC, ORCHESTRA	ART

5TH PERIOD - 12:50-1:45

6TH PERIOD - 1:50-2:45

7TH PERIOD - 2:50-3:50

Please see the campus website for information regarding alternate bell schedules.



BELL SCHEDULE

1st Period: 8:25 AM - 9:24 AM

2nd Period: 9:28 AM - 10:27 AM

3rd Period: 10:31 AM - 11:01 AM

.....

4th Period: 11:05 AM - 12:41 PM

A-Lunch: 11:05 AM - 11:35 AM

B-Lunch: 11:38 AM - 12:08 PM

C-Lunch: 12:11 PM - 12:41 PM

.....

5th Period: 12:45 PM - 1:44 PM

6th Period: 1:48 PM - 2:47 PM

7th Period: 2:51 PM - 3:50 PM

Please see the campus website for information regarding alternate bell schedules.



Pecan Trail Intermediate Bell Schedule 2023-2024

6th Grade Students	Course	5th Grade Students
8:25 AM - 9:20 AM	1st Period	8:25 AM - 9:24AM
9:24 AM - 10:19 AM	2nd Period	9:28 AM - 10:23 AM
10:23 AM - 11:53 AM (LAR)	3rd Period	10:27 AM - 11:23 AM
11:57 AM - 12:53 PM	4th Period	11:27 AM - 12:57 PM (LAR)
12:57 PM - 1:52 PM	5th Period	1:01 PM - 1:56 PM
1:56 PM - 2:51 PM	6th Period	2:00 PM - 2:55 PM
2:55 PM - 3:50 PM	7th Period	2:59 PM - 3:50 PM

Please see the campus website for information regarding alternate bell schedules.

Bell Schedule



PERIOD	7TH GRADE	8TH GRADE
1	8:25-9:15	8:25-9:18
2	9:18-10:10	9:21-10:13
3	10:13-11:05	10:16-11:08
4	11:08-1:05	11:11-1:08
5	1:08-2:00	1:11-2:03
6	2:03-2:55	2:06-2:58
7	2:58-3:50	3:01-3:50

LUNCH:	ADVISORY:
A - 11:05-11:35	B - 11:35-12:05
B - 11:35-12:05	A - 11:05-11:35
C - 12:05-12:35	D - 12:35-1:08
D - 12:35-1:08	C - 12:05-12:35

A&M CONSOLIDATED MIDDLE SCHOOL

Please see the campus website for information regarding alternate bell schedules.



REGULAR SCHEDULE

1st Period **8:25 – 9:15**

2nd Period **9:19 – 10:11**
Pledges & Moment of Silence

3rd Period **10:15 – 11:05**

4th Period **11:09 – 1:05**

A Lunch	11:05 – 11:35
B Lunch	11:35 – 12:05
C Lunch	12:05 – 12:35

Advisory **12:39 – 1:05**
School Announcements

5th Period **1:09 – 2:00**

6th Period **2:04 – 2:55**

7th Period **2:59 – 3:50**

Please see the campus website for information regarding alternate bell schedules.

Wellborn Middle School

Bell Schedule for 2023 - 2024

7th Grade Scholars	Course	8th Grade Scholars
8:25 AM - 9:20 AM	1st Period	8:25 AM - 9:17AM
9:23 AM - 10:15 AM	2nd Period	9:20 AM - 10:12 AM
10:18 AM - 11:10 AM	3rd Period	10:15 AM - 11:07 AM
11:13 AM - 1:10 PM	4th Period*	11:10 AM - 1:07 PM
1:13 PM - 2:05 PM	5th Period	1:10 PM - 2:02 PM
2:08 PM - 3:00 PM	6th Period	2:05 PM - 2:57 PM
3:03 PM - 3:50 PM	7th Period	3:00 PM - 3:50 PM

Lunch	7th Grade	8th Grade
A	11:10 - 11:40	11:07 - 11:37
B	11:40 - 12:10	11:37 - 12:07
C	12:10 - 12:40	12:07 - 12:37
D	12:40 - 1:10	12:37 - 1:07



Please see the campus website for information regarding alternate bell schedules.

Tigers are Resilient

A&M CONSOLIDATED HIGH SCHOOL

Regular Bell Schedule

Period	Start Time	End Time	
1 st Period	8:25 AM	9:15 AM	
2 nd Period	9:20 AM	10:10 AM	
3 rd Period	10:15 AM	11:05 AM	
4A Lunch	4B Lunch	5A Lunch	5B Lunch
4 th L 11:05-11:35	4 th A 11:10-11:35	4 th 11:10-12:05	4 th 11:10-12:05
A 11:40-12:05	L 11:35-12:05	5 th L 12:05-12:35	5 th A 12:10-12:35
5 th 12:10-1:05	5 th 12:10-1:05	A 12:40-1:05	L 12:35-1:05
6 th Period	1:10 PM	2:00 PM	
7 th Period	2:05 PM	2:55 PM	
8 th Period	3:00 PM	3:50 PM	

Morning Activity Bell Schedule

Period	Start Time	End Time	
1 st Period	8:25 AM	9:10 AM	
2 nd Period	9:15 AM	10:00 AM	
3 rd Period	10:05 AM	10:50 AM	
Activity	10:55 AM	11:20 AM	
4A Lunch	4B Lunch	5A Lunch	5B Lunch
4 th L 11:20-11:50	4 th A 11:25-11:50	4 th 11:25-12:20	4 th 11:25-12:20
A 11:55-12:20	L 11:50-12:20	5 th L 12:20-12:50	5 th A 12:25-12:50
5 th 12:25-1:20	5 th 12:25-1:20	A 12:55-1:20	L 12:50-1:20
6 th Period	1:25 PM	2:10 PM	
7 th Period	2:15 PM	3:00 PM	
8 th Period	3:05 PM	3:50 PM	

Afternoon Activity Bell Schedule

Period	Start Time	End Time	
1 st Period	8:25 AM	9:10 AM	
2 nd Period	9:15 AM	10:00 AM	
3 rd Period	10:05 AM	10:50 AM	
4A Lunch	4B Lunch	5A Lunch	5B Lunch
4 th L 10:50-11:20	4 th A 10:55-11:20	4 th 10:55- 11:50	4 th 10:55-11:50
A 11:25-11:50	L 11:20-11:50	5 th L 11:50-12:20	5 th A 11:55-12:20
5 th 11:55-12:50	5 th 11:55-12:50	A 12:25-12:50	L 12:20-12:50
6 th Period	12:55 PM	1:40 PM	
7 th Period	1:45 PM	2:30 PM	
8 th Period	2:35 PM	3:20 PM	
Activity	3:25 PM	3:50 PM	

Please see the campus website for information regarding alternate bell schedules.

CSHS BELL SCHEDULES

Regular Bell Schedule			
	1 st Period	8:30-9:20	
	2 nd Period	9:25-10:15	
	3 rd Period	10:20-11:10	
<u>A Lunch</u>	<u>B Lunch</u>	<u>C Lunch</u>	<u>D Lunch</u>
L: 11:10-11:40	Adv.: 11:15-11:40	4 th : 11:15-12:20	4 th : 11:15-12:10
Adv.: 11:45-12:15	L: 11:40-12:10	L: 12:10-12:40	Adv.: 12:10-12:40
4 th : 12:15-1:10	4 th : 12:15-1:10	Adv.: 12:45-1:10	L: 12:40-1:10
	5 th Period	1:15-2:05	
	6 th Period	2:10-3:00	
	7 th Period	3:05-3:55	

Morning Activity Schedule			
	1 st Period	8:30-9:15	
	2 nd Period	9:20-10:05	
	3 rd Period	10:10-10:55	
Activity 11:00-11:25 (attached to 4th period)			
<u>A Lunch</u>	<u>B Lunch</u>	<u>C Lunch</u>	<u>D Lunch</u>
L: 11:25-11:55	Adv.: 11:30-11:55	4 th : 11:30-12:25	4 th : 11:30-12:25
Adv.: 12:00-12:30	L: 11:55-12:25	L: 12:25-12:55	Adv.: 12:30-12:55
4 th : 12:30-1:25	4 th : 12:30-1:25	Adv.: 1:00-1:25	L: 12:55-1:25
	5 th Period	1:30-2:15	
	6 th Period	2:20-3:05	
	7 th Period	3:10-3:55	

Afternoon Activity Schedule			
	1 st Period	8:30-9:15	
	2 nd Period	9:20-10:05	
	3 rd Period	10:10-10:55	
<u>A Lunch</u>	<u>B Lunch</u>	<u>C Lunch</u>	<u>D Lunch</u>
L: 10:55-11:25	Adv.: 11:00-11:25	4 th : 11:00-11:55	4 th : 11:00-11:55
Adv.: 11:30-12:00	L: 11:25-11:55	L: 11:55-12:25	Adv.: 11:55-12:25
4 th : 12:00-12:55	4 th : 12:00-12:55	Adv.: 12:30-12:55	L: 12:25-12:55
	5 th Period	1:00-1:45	
	6 th Period	1:50-2:35	
	7 th Period	2:40-3:25	
Activity 3:30-3:55			

Please see the campus website for information regarding alternate bell schedules.

College Station High School

WIN Wednesday Bell Schedule

WIN Wednesday Bell Schedule	
1st Period	8:25 AM - 9:05 AM (40 mins)
2nd Period	9:10 AM - 9:50 AM (40 mins)
3rd Period	9:55 AM - 10:35 AM (40 mins)

W.I.N.
What I Need

WIN Time	10:42 AM - 11:35 PM (53 mins)
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4th Period / Lunch			
A Lunch	B Lunch	C Lunch	D Lunch
Lunch: 11:35 - 12:05 Adv: 12:10 - 12:40 4th: 12:40 - 1:35	Adv: 11:40 - 12:10 Lunch: 12:05 - 12:35 4th: 12:40 - 1:35	4th: 11:40 - 12:35 Lunch: 12:35 - 1:05 Adv: 1:10 - 1:35	4th: 11:40 - 12:35 Adv: 12:35 - 1:05 Lunch: 1:05 - 1:35

5th Period	1:40 PM - 2:20 PM (40 mins)
6th Period	2:25 PM - 3:05 PM (40 mins)
7th Period	3:10 PM - 3:50 (40 mins)

Please see the campus website for information regarding alternate bell schedules.

COLLEGE VIEW BELL SCHEDULE

<i>A DAY – MONDAY / WEDNESDAY</i>	
AM TUTORIALS	7:50 – 8:20
1ST PERIOD	8:25 – 9:50
2ND PERIOD	9:55 – 11:20
ADVISORY	11:25 – 12:15
LUNCH	12:15 – 12:20
3RD PERIOD	12:55 – 2:20
4TH PERIOD	2:25 – 3:50
PM TUTORIALS	3:50 – 4:20
<i>B DAY – TUESDAY / THURSDAY</i>	
AM TUTORIALS	7:50 – 8:20
5TH PERIOD	8:25 – 9:50
6TH PERIOD	9:55 – 11:20
ADVISORY	11:25 – 12:15
LUNCH	12:15 – 12:20
7TH PERIOD	12:55 – 2:20
8TH PERIOD	2:25 – 3:50
PM TUTORIALS	3:50 – 4:20
<i>C DAY – FRIDAY</i>	
AM TUTORIALS	7:50 – 8:20
1ST PERIOD	8:25 – 9:05
2ND PERIOD	9:10 – 9:50
5TH PERIOD	9:55 – 10:35
6TH PERIOD	10:40 – 11:20
ADVISORY	11:25 – 12:15
LUNCH	12:15 – 12:50
3RD PERIOD	12:55 – 1:35
4TH PERIOD	1:40 – 2:20
7TH PERIOD	2:25 – 3:05
8TH PERIOD	3:10 – 3:50
PM TUTORIALS	NONE

Please see the campus website for information regarding alternate bell schedules.



**A&M CONSOLIDATED
HIGH SCHOOL**
1801 Harvey Mitchell Pkwy. S.
College Station, TX 77840
Phone: (979) 764-5500



**COLLEGE STATION
HIGH SCHOOL**
4002 Victoria Ave.
College Station, TX 77845
Phone: (979) 694-5800



**COLLEGE VIEW
HIGH SCHOOL**
1300 George Bush Dr.
College Station, TX 77840
Phone: (979) 764-5540

**2023-24 COLLEGE STATION ISD HIGH SCHOOL DANCE
NON-STUDENT GUEST REGISTRATION**

Homecoming

Sadie Hawkins

Prom

- Only 1 guest is allowed per CSISD student.
- Guests must be pre-approved in order to attend any dance sponsored by the College Station ISD High Schools. Complete this form and return it to the student's Assistant Principal.
- Guests must not have more than 3 days of In School Suspension in the current semester and/or must not have been placed in an alternative school setting (DAEP) during the current semester.
- Guests cannot attend the CSISD High School Dances if they are middle school students, or if they have been out of high school for more than two years. Guests may not be 21 years or older.
- Please allow at least three days for approval. This form must be signed by the administrator of the guest's school. No forms will be accepted at the door of the event.
- **A copy of the form of identification that will be used by the Guest MUST be attached to this form (driver's license front and back, school ID, etc.).**

HOME STUDENT NAME: _____	STUDENT ID#: 1000_____
---------------------------------	-------------------------------

Guest Name: _____ Date of Birth: _____

Guest Address: _____
(Street address, City, State, Zip Code)

Guest Driver's License #: _____ State: _____ Guest Phone #: _____
(If no driver's license, please put his/her school ID number in the blank. If no school ID, email a photo of the student to HOME Administrator.)

Guest Current School: _____ Grade: _____
(If not currently attending high school, please list the last school and school year attended and complete the parent information section. If student attends home school, please complete parent information section.)

Guest Current Administrator Name: _____ School Phone #: _____

Guest Current Administrator Signature: _____ Date: _____

Guest Current Administrator Email Address: _____

Guest Parent Name: _____ Phone: _____

Guest Parent Signature: _____ Date: _____

**EVERYONE ENTERING THE CSISD HIGH SCHOOL DANCES WILL
HAVE THEIR ID SCANNED IN ORDER TO CHECK IN.**

ALL CURRENT CSISD STUDENTS MUST USE THEIR CURRENT SCHOOL ID IN PROPER CONDITION.

ALL GUESTS MUST HAVE PHOTO IDENTIFICATION (DRIVER'S LICENSE/SCHOOL ID).

A student attending any school dance must be at the event by 10 pm. A school official will contact parent/guardian of students who are turned away if they arrive after 10pm. Anyone leaving before the official end of the event will not be readmitted.

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Preface Parents and Students:

Welcome to the new school year!

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

The College Station 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 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 College Station ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.csisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the student’s 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 district administration office, and an unofficial electronic copy is available at <https://pol.tasb.org/home/index/224>.

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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:

Chrissy Hester

Director of Student Services

1812 Welsh Ave., College Station, TX 77840

chester@csisd.org

979-764-5415

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Chrissy Hester

Director of Student Services

1812 Welsh Ave., College Station, TX 77840

chester@csisd.org

979-764-5415

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.

"Human sexuality instruction," "instruction in human sexuality," and "instruction relating to human sexuality" include instruction in reproductive health.

"Curriculum materials" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

For further information, see the district's human sexuality instruction policy at <https://pol.tasb.org/Policy/Search/224?filter=human%20sexuality>

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 36 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

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 Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

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

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 36 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 3; **Dating Violence** on page 42; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 32]

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Chrissy Hester

Director of Student Services

1812 Welsh Ave., College Station, TX 77840

chester@csisd.org

979-764-5415

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

[See **Mental Health Support** on page 82.]

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 Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

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

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

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

- Is to be used for school safety,

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- 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.

Audio/Video Surveillance of Special Education Settings

School districts may to place, operate, and maintain video cameras with audio recording capability in certain self-contained special education classrooms and other special education settings for students with disabilities, upon the request of a parent, the District's Board of Trustees, or staff member, for the purpose of promoting the safety of students with disabilities in these classrooms. CSISD Operating Guidelines for Video Surveillance of Special Education Settings is available at www.csisd.org or by contacting the individual listed below.

Contact Person: The Executive Director for Special Services
Phone Number: (979) 764-5433

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

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);

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- 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.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information during the registration process.

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

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

For all other purposes, including third-party requests, the district has identified the following as directory information: a student's name; address; telephone listing; and grade level. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Also see **Authorized Inspection and Use of Student Records** on page 11.

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 ED provides extensive information about the [Protection of Pupil Rights Amendment \(https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance\)](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a [PPRA Complaint Form \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint).

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

See **Consent to Human Sexuality Instruction** on page 3 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 4 for information on a parent's right to remove a student from such instruction.

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; 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 parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

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

[See **Pledges of Allegiance and a Minute of Silence** on page 98 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 (Texas Education Code 26.010). Requests should be made in writing to the campus administrator.

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 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 111 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 make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

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

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

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

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 6, 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;

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- 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 \(https://studentprivacy.ed.gov/file-a-complaint\)](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);

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- 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. [See **Objecting to the Release of Directory Information** on page 6 to prohibit this disclosure.]

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

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

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

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You may contact the custodian of records for currently enrolled students at:

Chrissy Hester

Director of Student Services

1812 Welsh Ave., College Station TX 77840

chester@csisd.org

979-764-5415

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

Jacqueline Janacek

Director of Data Services

1812 Welsh Ave., College Station TX 77840

jjanacek@csisd.org

979-764-5461

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 36, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available on the district's website at <https://pol.tasb.org/Home/Index/224>.

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:

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

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

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](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer 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 or designee 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 Chrissy Hester, Director of Student Services, for more information.

[See **Bullying** on page 29, 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)

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.

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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:

Chrissy Hester, Director of Student Services

1812 Welsh Ave., College Station, TX 77840

979-764-5415

[See **Credit by Examination for Advancement/Acceleration** on page 41, **Course Credit** on page 40.]

A Student Who Is Homeless

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

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities 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.

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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 homeless education liaison:

Patty Ayala, Director for Special Programs

1812 Welsh Ave., College Station, TX 77840

979-764-5419

[See **Credit by Examination for Advancement/Acceleration** on page 41, **Course Credit** on page 40, and **Students who are Homeless** on page **Error! Bookmark not defined..**]

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.

In compliance with Senate Bill 139, Texas Education Agency has requested that all parents within a school district be informed of their rights regarding special education evaluations and eligibility as well as parent resources. Official notification and information can be found on the College Station ISD Special Education [website](#).

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

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Executive Director of Special Services

1812 Welsh Ave., College Station, TX 77840

979-764-5433

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Melissa Wilkinson

Transition Coordinator

1812 Welsh Ave., College Station, TX 77840

mwilkinson@csisd.org

979-764-5489

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Jackie Hahn

Assistant Director of Special Services

1812 Welsh Ave., College Station, TX 77840

jhahn@csisd.org

979-764-5659

Dyslexia

Students who are identified with dyslexia or a related disorder and who require special education services because of dyslexia, or a related disorder will be served under the Individuals with Disabilities Education Act (IDEA) as students with a specific learning disability. Other students who are identified with dyslexia or a related disorder may receive appropriate intervention supports and services under a Section 504 plan through a district dyslexia and related disorder program. Other students who are struggling with reading or showing early risk factors associated with dyslexia or a related disorder may receive interventions through a tiered intervention model such as Multi-Tiered Systems of Support (MTSS).

Additional Information:

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

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 21.]

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

- [Legal Framework for the Child-Centered Special Education Process](#) (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- [Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)
- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)
- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)

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) 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 53 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 18 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 principal.

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;

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- 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 15.]

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 wifi 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 day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of 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 27.]

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

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- 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.

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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 the activities to the district.

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

- An early voting clerk, 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.

The truancy prevention facilitator for the district is:

Chrissy Hester, Director of Student Services

1812 Welsh Ave., College Station, TX 77840

chester@csisd.org

979-764-5415

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For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the 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.]

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. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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 consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** on page 22 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at the following times:

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Elementary – 10:00 am

Intermediate – 9:32 am

Middle School – 9:30 am

High School – 10:30 am

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

Change of Transportation (Elementary)

Information regarding a change of transportation for students should be given to the office before 2:30pm (Example: A parent calls in to let the school know their student will be a car rider rather than a bus rider.)

Doctor/Dental Appointments (All Grade Levels)

Every effort should be made to schedule appointments with doctors and dentists at times other than school hours. If a student returns to school the same day or attends part of the day prior to the doctor's appointment and then presents a doctor's note verifying the appointment, the student is counted medically present. Students must be picked up for appointments in the main office. Students will not be permitted to wait outside for their ride. Students will not be called to the office prior to parent arrival. Parents of students arriving at school late or returning from an appointment are asked to sign their child in at the attendance desk in the office.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. 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 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying 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 student's campus. The campus will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

Further information may be found on the [Texas Department of Public Safety website \(https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen\)](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

Leaving School During the Day

Students leaving school during the school day MUST check out through the main office. Parents needing to check their child out of school will be required to provide proof of Identification upon picking up their child. The student will not be called to the office until an adult is there to pick him/her up. Parents are not allowed to early check out a student after 2:45pm. Students driving themselves must check out through the office and must provide a note from the parent/guardian.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 22 for information on excused absences for obtaining a learner license or driver's license.

Leaving School for Vacation

If a student is away due to vacation or visiting their home country **for more than 5 school days**, the student will be academically withdrawn during that time.

Academic Dishonesty

Academic dishonesty - cheating or plagiarism - is not acceptable. Cheating includes the copying of another student's work - such as homework, class work, or test answers - as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student and/or student found to be participating in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Accelerated Instruction

House Bill 4545 was passed in the 87th Regular Legislative Session. HB 4545 established new requirements for 30 hours of supplemental accelerated instruction per subject area for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). This new statute became effective on June 16, 2021, with supplemental accelerated instruction practices required beginning in the 2021-2022 school year for all students, based on STAAR results.

HB 4545 requires Texas school districts to implement at a minimum supplemental accelerated instruction, an accelerated learning committee, and modified teacher assignments based on the following requirements:

- Elimination of grade retention and retesting requirements in grades 5 and 8.

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- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, an accelerated learning committee will be conducted to develop an individual educational plan for the student and monitor progress.
- For any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course (EOC) assessments, clarification of prior supplemental accelerated instruction requirements, specifying that it must include either:
 - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher according to the distinctions granted through the Teacher Incentive Allotment
 - Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day.

Accountability under State and Federal Law (All Grade Levels)

CSISD 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 <https://www.csisd.org/cms/one.aspx?portalId=1301524&pageId=2340526>. Hard copies of any reports are available upon request to the district's administration office.

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

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

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

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Awards and honors, and their applicable eligibility criteria vary with each campus and each grade level. Contact the campus principal for more information.

Bicycles (All Grade Levels)

A bicycle rack is provided for bicycle storage during the school day, and each student is responsible for the security of his/her bicycle. Once students arrive on campus, they should dismount and walk their bikes to the bicycle rack. Students should register their bikes with the College Station Police Department and keep them locked while at school. Students are not to

be in the bike rack areas except when arriving or departing. Bicycles should never be left at school overnight. The school is not responsible for damaged or stolen bicycles.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; 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

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- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

If a student believes that he or she has experienced bullying or 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 an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by the Quick Tip Reporting App for grades Pre-K – 6 and the P3 Reporting App for grades 7 – 12, located on the campus website.

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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 16.]

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 16, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42, **Hazing** on page 76, 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 programs in the following areas:

- Animal Science (AMCHS)
- Ag Mechanics (AMCHS)
- Automotive (Bryan CTE)
- Business
- Construction (CSHS)
- Culinary Arts (CSHS)
- Cybersecurity (AMCHS)
- Design and Multimedia Arts
- Digital Communications
- Education and Training
- Engineering
- Environmental and Natural Resources (CSHS)
- Food Science and Technology (CSHS)
- Health Science (AMCHS)
- Human Services
- Law and Public Service
- Plant Science

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- Program and Software Development
- Welding (Bryan CTE)

The district offers other work-based programs in the following areas:

- Career Prep I & II
- Project Based Research
- Practicums

Admission and enrollment to these programs varies based on availability.

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 Boys Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

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

[See **Nondiscrimination Statement** on page 94 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 85.]

Change of Home Address, Email Address and/or Telephone Number (All Grade Levels)

Students who change home address, e-mail address and/or telephone number must inform the school office in writing within three school days of the change. Failure on the part of the parents/guardians to notify the school of a change of address and/or telephone number will prevent the school from communicating with parents/guardians. Change of address must include proof of residency.

Cheating

See Academic Dishonesty.

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://www.csisd.org/cms/one.aspx?portalId=1301524&pageId=2355754>. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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 42 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 4.]

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. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;

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- 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, Family Violence, Dating Violence, and Sex Trafficking** on page 4.]

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](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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](http://www.txabusehotline.org) (www.txabusehotline.org).

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

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

- [Child Welfare Information Gateway Factsheet](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

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

Note: The following provisions shall apply to students in the graduating classes of 2023, 2024, 2025, and 2026:

The District shall not award any student with the title of valedictorian or salutatorian. The group of highest-ranking students (summa cum laude) shall determine who, or if, a student speaks at graduation. Students who have completed the foundation program with at least one endorsement shall be recognized with honor graduate status in accordance with the following: Summa Cum Laude - at least a 4.0, Magna Cum Laude - 3.80 to 3.99, Cum Laude – 3.50 to 3.79.

The student meeting the local eligibility criteria for recognition as the highest-ranking summa cum laude honor graduate after the final marking period and who has been continuously enrolled in the same high school (A&M Consolidated High School or College Station High School) for the two semesters immediately preceding graduation shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas. In case of a tie in weighted GPAs, after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as the highest-ranking graduate: 1. Count the number of Tier I courses taken by each student involved in the tie. 2. Calculate an unweighted cumulative GPA in accordance with administrative regulations.

Note: The following provisions shall apply to students graduating from College View High School in the graduating classes of 2023, 2024, 2025, and 2026 :

The District shall not award any student with the title of valedictorian or salutatorian. The group of highest-ranking students (summa cum laude) shall determine who, or if, a student speaks at graduation. Students who have completed the foundation program with at least one endorsement shall be recognized with honor graduate status in accordance with the following: Summa Cum Laude - at least a 3.0, Magna Cum Laude - 2.80 to 2.99, Cum Laude – 2.50 to 2.79.

The student meeting the local eligibility criteria for recognition as the highest-ranking summa cum laude honor graduate after the final marking period and who has been continuously enrolled at College View High School for the two semesters immediately preceding graduation shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas. In case of a tie in weighted GPAs, after calculation to the fourth decimal place, the District shall calculate an unweighted cumulative GPA in accordance with administrative regulations to determine recognition as the highest-ranking graduate.

Note: The following provisions shall apply to ALL students beginning with the graduating class of 2027:

The District shall not award any student with the title of valedictorian or salutatorian. The group of highest-ranking students (summa cum laude) shall determine who, or if, a student speaks at graduation. Students who have completed the foundation program with at least one endorsement shall be recognized with honor graduate status in accordance with the following: Summa Cum Laude - at least a 5.0, Magna Cum Laude - 4.80 to 4.99, Cum Laude – 4.50 to 4.79.

The student meeting the local eligibility criteria for recognition as the highest-ranking summa cum laude honor graduate after the final marking period and who has been continuously enrolled in the same District high school for the two semesters immediately preceding graduation shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas. In case of a tie in weighted GPAs, after calculation to the fourth decimal place, the District shall apply the following methods, in

this order, to determine recognition as the highest-ranking graduate: 1. Count the number of Tier I courses taken by each student involved in the tie. 2. Calculate an unweighted cumulative GPA in accordance with administrative regulations.

[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.

[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 71]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 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 adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of 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 2022 term through the spring 2024 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 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 Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

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

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

[See **Class Rank/Highest-Ranking Student** on page 35 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 70 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 16 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 Blinn College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on grade and counselor recommendation.

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 56 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 31 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.

Communicable Diseases/Conditions (All Grade Levels)

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who **may** have been exposed to the disease can be alerted. These diseases include:

- Amebiasis
- Campylobacteriosis
- Chicken Pox
- Common cold with fever
- Covid-19
- Fifth disease (Erythema Infectiosum)
- Gastroenteritis, Viral
- Giardiasis
- Head Lice (Pediculosis)
- Hepatitis, Viral A
- Impetigo

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- Infectious mononucleosis
- Influenza
- Measles (Rubeola)
- Meningitis, Bacterial
- Mumps
- Pinkeye (Conjunctivitis)
- Ringworm of the scalp
- Rubella (German Measles), including congenital
- Salmonellosis, including typhoid fever
- Scabies
- Shigellosis
- Streptococcal disease, invasive
- Tuberculosis, Pulmonary
- Whooping Cough (Pertussis)

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the school registrar.

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. CSISD has multiple means of instantly communicating with parents. As an emergency situation develops, please monitor <http://csisd.org>, <http://facebook.com/csisd> and <http://twitter.com/csisd>. Even if you do not have an account with Facebook or Twitter, you will be able to see the respective pages. Additionally, CSISD has purchased School Messenger, which is a communication system which allows CSISD to contact every parent in the district via phone and email. This service will be used during emergency situations to keep parents informed. The parent or guardian listed as the student's primary contact will receive an email, a call on their home phone (if available) and cell phone with information regarding the situation. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 103 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 103 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 at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/Home/Index/224>. The complaint forms can be accessed by contacting Chrissy Hester at the Administration office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Computer Access – Acceptable Use (All Grade Levels)

Students are expected to observe network etiquette and are prohibited from pretending to be someone else, accessing or transmitting obscene messages or pictures revealing personal addresses or telephone numbers, either their own or another person's, or using the network in a way that would disrupt use by others. Any student found violating these laws or rules will be referred for disciplinary action, which may include access to the computer network being withdrawn. Student use of internet will be monitored, and a signed parent permission slip will be kept on file at the campus. Each student will be held financially responsible for any damage to CSISD equipment caused by that student. Students and parents should be aware that electronic communications (e-mail) using district computers are not private and may be monitored by district staff.

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.csisd.org, and the coordinator for each campus is listed below:

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Campus Behavior Coordinators/Principals and Assistant Principals:

School	Address	Phone	Website	Contact	Email
A&M Consolidated High School	1801 Harvey Mitchell Pkwy. S.	(979)764-5500	Amchs.csisd.org	Gwen Elder, Principal KeKe Johnson, AP Seth Gallion, AP Byron Johnson, AP Anne Scott, AP Craig Velez, AP	gelder@csisd.org kjohnson@csisd.org sethgallion@csisd.org byronjohnson@csisd.org annescott@csisd.org cvelez@csisd.org
College Station High School	4002 Victoria Ave.	(979)694-5800	Cshs.csisd.org	Justin Grimes, Principal Jill Emmons, AP Blake Rice, AP Annette Roraback, AP Matthew Pekar, AP Kelly Banker, AP	jgrimes@csisd.org jemmons@csisd.org brice@csisd.org aroraback@csisd.org mpekar@csisd.org kbanker@csisd.org
College View High School	1300 George Bush Dr.	(979)764-5540	Cvhs.csisd.org	Michael Heath, Principal	mheath@csisd.org
DAEP Venture Center	1300 George Bush Dr.	(979)764-5540		Emily Feagan, Principal	efeagan@csisd.org
A&M Consolidated Middle School	105 Holik	(979)764-5575	amcms.csisd.org	Omar Espitia, Principal Katie Abalos, AP Ashley Stevens, AP	oespitia@csisd.org kabalos@csisd.org astevens@csisd.org
College Station Middle School	900 Rock Prairie Rd.	(979)764-5545	csms.csisd.org	Joshua Rhine, Principal Lanie Grall, AP Joy Williams, AP	jrhine@csisd.org lgrall@csisd.org jwilliams@csisd.org
Wellborn Middle School	15510 Royder Rd.	(979)694-5880	wms.csisd.org	Jeremy Stewart, Principal Elizabeth Ortega, AP Alison Stone, AP	jstewart@csisd.org eortega@csisd.org astone@csisd.org
Cypress Grove Intermediate	900 Graham Rd.	(979)694-5600	cg.csisd.org	Piper Cameron, Principal Jessica Norton, AP	pcameron@csisd.org jnorton@csisd.org
Oakwood Intermediate	106 Holik Dr.	(979)764-5530	ow.csisd.org	Rocco Grande, Principal Tommy Newton, AP Beth Creel, AP	rgrande@csisd.org jnewton@csisd.org ecreel@csisd.org
Pecan Trail Intermediate	4319 Greens Prairie Tr.	(979)694-5874	pt.csisd.org	Kellie Deegear, Principal Brittany Cain, AP Beth Creel, AP	kdeegear@csisd.org bcain@csisd.org ecreel@csisd.org
College Hills Elementary	1101 Williams St.	(979)764-5565	ch.csisd.org	Katherine Allen, Principal Lindsay Dittmar, AP	kallen@csisd.org ldittmar@csisd.org
Creek View Elementary	1001 Eagle Ave.	(979)694-5890	cv.csisd.org	Michael McEver, Principal Amanda Allen, AP	mmcever@csisd.org amandaallen@csisd.org
Forest Ridge Elementary	1950 Greens Prairie Rd West.	(979)694-5801	fr.csisd.org	Terresa Katt, Principal Lauren Given, AP	tkatt@csisd.org lgiven@csisd.org
Greens Prairie Elementary	4315 Greens Prairie Trail	(979)694-5870	gp.csisd.org	Donna Bairrington, Principal Tracy Brice, AP	dbairrington@csisd.org tbrice@csisd.org
Pebble Creek Elementary	200 Parkview Dr.	(979)764-5595	pc.csisd.org	Blaire Glockzin, Principal Jordan Lauhoff, AP	bglockzin@csisd.org jlauhoff@csisd.org
River Bend Elementary	4070 Holleman Dr. S	(979)694-5841	rb.csisd.org	Heather Sherman, Principal Lauren Guest, AP	hsherman@csisd.org lquest@csisd.org

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Rock Prairie Elementary	3400 Welsh Ave.	(979)764-5570	rp.csisd.org	Jeff Durand, Principal Renee Sanders, AP	jdurand@csisd.org rsanders@csisd.org
South Knoll Elementary	1220 Boswell St.	(979)764-5580	sk.csisd.org	Laura Richter, Principal Taylor Coker, AP	lrichter@csisd.org tcoker@csisd.org
Southwood Valley Elementary	2700 Brothers Blvd.	(979)764-5590	swv.csisd.org	Alison DeLuna, Principal Dawn Newton, AP	adeluna@csisd.org dnewton@csisd.org
Spring Creek Elementary	2450 Brewster	(979)764-5838	sc.csisd.org	Chris Southard, Principal Mindy Chapa, AP	csouthard@csisd.org mchapa@csisd.org

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.

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.

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

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

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;

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- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

[See **Scholarships and Grants** on page 76 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should sign up in their office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information. The counselor will not conduct psychological examinations or "treatment" without first obtaining written consent from parents, unless required by state or federal law for Special Education purposes.

[See **Mental Health Support** on page 82, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 32, and **Dating Violence** on page 42.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination—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."

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

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

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

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.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

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.

Detention (Grades 7-12)

Students may be detained before or after school (for not more than 1 hour) on one or more days if a student violates the school's rules of conduct. Teachers will supply students' written documentation that will notify the parents of the reason for the detention and the scheduled day and time it will be served. Other forms of detention that may be utilized include morning and lunch detention.

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, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.csisd.org. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 44.

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;

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- 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 information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 4.]

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;

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- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and 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.

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.

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) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by 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 29]

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.

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary 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 42.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are decided on an individual basis.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, 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.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 54.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact David Hutchison or Stephanie Ryon.

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, and the like.

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 any copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated the office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

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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 principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated the office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

Elementary (Grades K-4)

There is a close relationship between high standards of dignity and pride and proper grooming which all contribute to an appropriate learning environment. Modesty will be the dominant feature in all clothes. Attire shall be clean and not offensive. The student and parent share in the responsibility for proper grooming of the student; however, the campus administrator has the final authority concerning propriety of clothes, hairstyle, and jewelry.

Intermediate (Grades 5-6)

Clothing should cover the body and should fit in such a manner as to promote the modesty of individuals.

1. Shoes should be worn at all times.
2. Clothing with distracting holes or tears with skin visible are not permitted.
3. Clothing shall be of such length and design to cover the mid-section of the body.
4. Sheer or see-through clothing requires a camisole or tank top that covers the midriff underneath.
5. Pants must fit at the waist.

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6. Hem lengths of dresses, skirts, shorts, and skorts must be below each individual's fingertips. Clothing should meet fingertip length at all times.

7. Clothing shall not be worn which displays:

- Offensive, obscene, vulgar, or suggestive pictures or slogans.
- Pictures, symbols, or slogans associated with gang activity, or subversive groups or activities which incite violence or are deemed inappropriate for a school setting.
- Pictures or advertisements for alcohol, drugs, or tobacco products including but not limited to beer, wine, liquor slogans, or registered trademarks of such companies.

8. Sleepwear such as pajama pants is not allowed.

9. Headwear is allowed for medical reasons or as a legitimate expression of a student's religious practice and faith. Hairnets, picks, combs, or rollers/curlers are not allowed to be worn in a student's hair on campus.

10. Blankets should not be worn inside the building.

Teachers can send students that are out of dress code to the office at any time during 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.

Students refusing to comply with principal requests to conform to dress code will be sent to ISS for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

School owned clothing must be returned the following school day. If the clothing is not returned a fine will be assessed until the clothing is returned. In addition to this, if the violation is a hat, jewelry, or chain violation, the principal will confiscate the item. The confiscated item may be picked up after school. Items that are consistently confiscated will be kept by the assistant principal until the end of the school year. A student could receive several dress code violations in one day, if they make that choice. Each additional violation will result in the next level in the consequence continuum.

Middle School (Grades 7-8)

Students shall come to school clean and neat, wearing clothing and exhibiting grooming that will not be a health or safety hazard to themselves or others. School Board policy prohibits any clothing that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations (Board Policy FNCA).

ID cards are to be worn at all times. ID cards should be worn above the waist in the front of the body. If ID is left at home, the student will be issued a temporary ID and charged \$1.00.

Clothing should cover the body and should fit in such a manner as to promote the modesty of individuals.

1. Shoes should be worn at all times.

2. Clothing with distracting holes or tears with skin visible are not permitted.

3. Clothing shall be such length and design to include a sleeve and covers the mid-section of the body.

4. Sheer or see-through clothing requires a camisole or tank top that covers the midriff underneath.

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5. Pants must fit at the waist.
6. Hem lengths of dresses, skirts, shorts, and skorts must be below each individual's fingertips. Clothing should meet fingertip length at all times.
7. Clothing shall not be worn which displays:
 - Offensive, obscene, vulgar, or suggestive pictures or slogans.
 - Pictures, symbols, or slogans associated with gang activity, or subversive groups or activities which incite violence or are deemed inappropriate for a school setting.
 - Pictures or advertisements for alcohol, drugs, or tobacco products including but not limited to beer, wine, liquor slogans, or registered trademarks of such companies.
8. Sleepwear such as pajama pants is not allowed.
9. Headwear is allowed for medical reasons or as a legitimate expression of a student's religious practice and faith. Hairnets, picks, combs, or rollers/curlers are not allowed to be worn in a student's hair on campus.
10. Blankets should not be worn inside the building.

Teachers can send students that are out of dress code to the office at any time during 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. The principal/designated person will fill out the dress code violation documentation and send the student back to class with a signed copy once the dress code violation has been corrected. A dress code violation will be recorded. The teacher will use the issued documentation as admittance into class.

Students refusing to comply with principal requests to conform to dress code will be sent to ISS for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

School owned clothing must be returned the following school day. If the clothing is not returned a fine will be assessed until the clothing is returned. In addition to this, if the violation is a hat, jewelry, or chain violation, the principal will confiscate the item. The confiscated item may be picked up after school. Items that are consistently confiscated will be kept by the assistant principal until the end of the school year. A student could receive several dress code violations in one day, if they make that choice. Each additional violation will result in the next level in the consequence continuum.

High School (Grades 9-12)

Students shall come to school clean and neat, wearing clothing and exhibiting grooming that will not be a health or safety hazard to themselves or others. School Board policy prohibits any clothing that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations (Board Policy FNCA).

ID cards are to be worn at all times. ID cards will be worn above the waist in the front of the body.

Clothing should cover the body and should fit in such a manner as to promote the modesty of individuals.

1. Shoes should be worn at all times (no house shoes or slippers).

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2. Clothing with holes above the fingertip level is not permitted. Distracting holes or tears will not be permitted. Please note: If you can see skin or underwear through the clothing above the fingertips, then the clothing is not appropriate.

3. Clothing shall be of such length or design that the mid-section of the body (midriff or underwear) shall not be exposed.

4. No sleeveless attire.

5. Sheer or see-through clothing requires a camisole or tank top that covers the midriff underneath.

6. Pants are not to sag inappropriately. Pants must fit at the waist, and underwear and/or shorts worn under pants shall not be exposed.

7. Hem lengths of dresses, skirts, shorts, and skorts must be below each individual's fingertips. Clothing should meet fingertip length at all times. If a student wears tight-fitting pants, he or she must also wear clothing over them which meets the fingertip requirement for length.

8. Clothing shall not be worn which displays:

- Offensive, obscene, vulgar, or suggestive pictures or slogans.
- Pictures, symbols, or slogans associated with gang activity, or subversive groups or activities which incite violence or are deemed inappropriate for a school setting.
- Pictures or advertisements for firearms, weapons, alcohol, drugs, or tobacco products including but not limited to beer, wine, liquor slogans, or registered trademarks of such companies.
- Membership in an exclusive group.

9. Sleepwear such as pajama pants is not allowed.

10. Shoes with wheels, rollerblades, skateboards or scooters are prohibited.

11. Hats, bandanas, stocking caps, caps, visors, hoods on jackets and sweatshirts (hoodies), headbands (to include sport and sweat headbands), and non-prescription sunglasses may not be worn inside the building. Headwear is only allowed for medical reasons or as a legitimate expression of a student's religious practice and faith.

12. Hairstyles should be simple, clean, and arranged not to cover the eyes and interfere with vision. Hairnets, picks, combs, or rollers/curlers are not allowed to be worn in a student's hair on campus.

13. Pocket chains, dog collars, or spiked jewelry shall not be worn inside the building.

14. Blankets should not be worn inside the building.

Dress standards and grooming other than those outlined in this dress code may be requested, expected, and regulated by a teacher, sponsor, coach, and/or principal, depending on the activity.

Teachers can send students who are out of dress code to the office at any time during 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. The principal/designated person will fill out the dress code violation documentation and send the student back to class with a signed copy once the dress code violation has been corrected. A

dress code violation will be recorded. The teacher will use the issued documentation as admittance into class.

Students refusing to comply with principal requests to conform to dress code will be sent to ISS for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

Drugs/Alcohol

The College Station Independent School District believes that students' use of alcohol and illicit drugs is both wrong and harmful. Consequently, the district has established a code of student conduct that prohibits the use, promotion, sale, possession, distribution, or being under the influence of alcohol and illicit drugs on school premises or as part of any school activity, regardless of its location. Compliance is mandatory, and students shall be disciplined if they are found to have violated this code of conduct. In addition, the student may be referred to appropriate law enforcement officials for criminal prosecution.

Electronic Devices and Technology Resources (All Grade Levels)

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

College Station ISD believes that technology should be used to enhance instruction and learning in the school setting. It is an expectation that all technology be used in a manner that supports learning and good citizenship. Students are expected to follow the "Responsible Use" guidelines when using technology, and at no time is technology to be used in such a manner as to bring academic or emotional harm to fellow students in our school district. The use of electronic devices such as Kindles, Nooks, iPads, laptops/notebooks, cell phones, cameras, games, toys, and similar items may be allowed by an individual teacher for student use during instruction; however, that use will only be for an approved education purpose and only with the permission of a teacher at appropriate times in the lessons.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Policies Related to Electronic Devices and Cell Phones (All Grade Levels):

- The teacher in the classroom has the final say on procedures in the classroom. If he or she asks the student not to use the device, then the student must follow those directions. Access is available but not guaranteed for each classroom situation.
- If a student violates a teachers' classroom policy, a referral may be submitted to the Assistant Principal.
- If a student chooses to not bring their device, he/she will still be able participate in the classroom activities.
- Users of the CSISD wireless network have filtered internet access just as they would on a district-owned device.
- By connecting to the CSISD wireless network, users accept the terms of the CSISD Responsible Use Guidelines, located in the Student Handbook.
- **For Grades K - 6** – electronic devices are allowed for acceptable educational use before and after school, so long as the use of devices does not disrupt the educational environment..

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- **For Grades 7 & 8** – electronic devices are allowed for acceptable educational use before school, during lunch, and after school, so long as the use of devices does not disrupt the educational environment.
- **For Grades 9-12** – electronic devices are allowed in the hallways during passing periods and at lunch. Audio from electronic devices should only be heard by the user through headphones. Students should abide by the one ear bud in, one ear bud out rule so that they can follow any directions and respond to staff members.

Student Responsibilities Related to Electronic Devices and Cell Phones (All Grade Levels):

- The technology devices students bring to school are their sole responsibility.
- The campus or district assumes no responsibility for personal devices if they are lost, loaned, damaged or stolen.
- Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student's personal telecommunication device.
- Students must keep devices in silent mode or vibrate mode while riding school buses and on school campuses, unless otherwise allowed by a teacher/staff member.

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.

If a student uses a telecommunications device without authorization during the school day, the device may be confiscated. The student may pick up the device from the office at the end of the day. If there are continued uses, the device will be confiscated, and the parent may pick up the confiscated telecommunications device from the principal's office.

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

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.

Instructional Use of Personal Telecommunications and Other Technology Resources

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus.

Violations may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

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 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](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 70 and **Standardized Testing** on page 111.]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 111, 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 English learners 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.

Enrollment Requirements (All Grade Levels)

Students residing with parents or legal guardians are eligible for admission to College Station schools after completion of appropriate forms. Contract for purchase of home, lease agreement or utility bill are documents required for all students before they can be admitted to school. Complete immunization records, legal proof of residence and an official birth certificate, hospital certificate, or passport are required. In accordance with state law, students who are five (5) years old on or before September 1 are eligible for the kindergarten program. A child may be enrolled in the first grade if he or she is at least six years of age on or before September 1.

Everyday Discipline Infractions (Grades 7-12)

Violations of the policies outlined in the student handbook for tardies, IDs, masks, parking violations, public displays of affection, and dress code will accumulate throughout the semester; these will be called everyday infractions. Each violation will count as an individual infraction. For example, a student who is tardy multiple times in one day will receive multiple infractions. The appropriate disciplinary action will be applied for each infraction. Disciplinary measures may include before/after school detention, lunch detention, or ISS. A student's everyday infractions will start over at the semester break.

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

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

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 113.]

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

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

[See [UIL Texas](https://www.uil texas.org/) (<https://www.uil texas.org/>) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade of 60 or above at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an advanced or dual credit course in English language arts, mathematics, science, social studies, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 15 absences for post-district competition prior to state, and a maximum of 3 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- 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 advanced, and (2) completed the three weeks of ineligibility.
- A student who is absent due to approved extra-curricular activities is **responsible for all missed work, including tests**, the day he/she returns to class.
- Restrictions on participation related to discipline may be found in the Student Code of Conduct. All UIL activities come under this provision as do all other activities approved by the Texas Education Agency and College Station Independent School District Board of Trustees.
- A student absent from school for a contagious illness or for any reason that would result in an unexcused absence will not be allowed to participate in school-related activities on that day or evening.
- The principal or designee will determine whether a student may participate if an absence is excused.
- A student who is in ISS or the DAEP (Venture) is not eligible to participate in or to attend any extra-curricular activity.
- A student who is suspended from school is not eligible to participate in or attend any extra-curricular activity.

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.**

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Any student who seeks a leadership position in elections must meet the requirements listed below. Leadership positions include but are not limited to cheerleader, student council member or officer, class president, etc. Any candidate for office must be a full-time student enrolled and attending at a CSISD High School.

- A student shall have a cumulative average of 80 for the previous five six-week grades in the same courses as those used to calculate the GPA. Courses not included in GPA are those taken for local credit, athletics, and PE equivalents (except CTE, dance and band). Any course in which a grade of WF is posted will be calculated as a 50 numerical grade. The GPA in a 5.0 course will be raised by the designated points.
- A student will be ineligible to run if he/she has engaged in serious or persistent misbehavior, including slander of any candidate, in person, via technology or other means.

Teacher recommendations may be a part of any elected position.

Fees/Fines (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, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.

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- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 114.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Final Exam Exemption Policy

The following guidelines for final exam exemptions apply for all students taking high school credit courses:

1. **Seniors** will be eligible for semester exam exemptions for any class for both fall and spring semesters. The terms and conditions pertaining to exemptions will remain as stated in the **Conditions for Final Exam Exemption** (below).
2. **Juniors** may exempt **three** semester exams per semester. Students may choose which three semester exams they wish to qualify for exemption. The terms and conditions pertaining to exemptions will remain as stated in the **Conditions for Final Exam Exemption** (below).
3. **Sophomores** and **Freshmen** will be eligible to exempt **two** semester exams per semester. However, students may NOT be exempted from a subject's exam more than once in an academic year. For example, if a student is exempt from his/her Math and English finals in the fall, then he/she may NOT be exempt from the Math or English final in the spring. Additionally, the terms and conditions pertaining to exemptions will be as stated in the **Conditions for Final Exam Exemption** (below).
4. **Middle school students enrolled in high school courses** will be eligible to exempt **one** semester exam per semester. However, students may NOT be exempted from a subject's exam more than once in an academic year. For example, if a student is exempt from his/her Math and English finals in the fall, then he/she may NOT be exempt from the Math or English final in the spring. Additionally, the terms and conditions pertaining to exemptions will be as stated in the **Conditions for Final Exam Exemption** (below).

Conditions for Final Exam Exemptions:

A student is eligible to be exempt from a final exam if the following conditions are met:

1. The grade average is between **90 and 100** and there are no more than **5** absences during the semester in any one class. OR

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2. The grade average is between **80 and 89** and there are no more than **4** absences during the semester in any one class.
3. For one class per semester, a student may exempt if the grade average is between **70 and 100** with **0** absences.
 - a. **NOTE: ALL absences will count against exemptions** (including extended hospital stays, day surgeries, home-confined illnesses such as flu, mono, etc.) **UNLESS** the absence is school-related (UIL, field trips, school-sanctioned events, etc.), or documentation is provided for medical appointments (for students who are returning within the same day).
4. No "**Serious Offense**" violation as classified in the Code of Conduct during semester.
5. No more than **3 days in ISS** assigned during that semester.
6. If the above qualifications are met and the final exam is not taken, the **average of the three six-weeks grades** will be entered on the report card as the exam grade.
7. Any exempted student may opt to take the final exam in any class. If the exam is taken, it **will count** in the final semester average.
8. For non-attendance at a final exam, a student **will receive a zero**. If a student is exempt from taking the final exam, his/her **presence at school and at the final exam is required for the first two exams of every day**.
9. **All fines and debt cards must be cleared in order for student to be exempt.**
10. The average for students who are in honors, AP or Advanced, is calculated prior to any 10-point increase.
11. **Exceptions can be made ONLY by the Campus Principal, although exceptions are extremely rare.**

Consequences: If a student does not follow the exemption policy they will receive a "0" for their final exam grade for every final that they do not take. **All students are required to be in attendance for the first two finals of each day.**

A student who leaves class after completing their final must obtain an early dismissal in advance from the office. Anyone leaving without an early dismissal will receive a grade penalty of a zero on their final exam. The student will also be written a truancy referral.

Foods on School Campuses/Student Snacks

Foods on CSISD campuses are governed by the Texas Public Schools Nutrition Policy guidelines dictated by the State Commissioner of Agriculture and overseen by CSISD Child Nutrition Services (www.squaremeals.org for more information).

Elementary classrooms may allow one nutritious snack per day under the teacher's supervision. The snack may be at any time during the day except during the regular meal period for that class. The snack must comply with the nutrition standards and portion size restrictions in this policy and may not consist of candy or dessert type items (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.)

This policy does not apply to meals or snacks students bring from home solely for their own consumption.

Birthdays & Celebrations

There are no student birthday parties at school; however, a parent may provide the classroom with a nutritious snack that is allowable under the Texas Public School Nutrition Policy. Cupcakes/cookies, or other sweet treats are allowed to be brought in celebration of student birthdays. Please talk with your child's classroom teacher concerning birthday snacks.

Invitations for birthday parties can be distributed at school when all students in the class receive an invitation. Otherwise, invitations can be distributed outside of school.

Fireworks (All Grade Levels)

Possessing or shooting fireworks of any kind in the building, on the school campus, or on any school property at any time is illegal. Students are subject to disciplinary and legal action.

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.]

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 42.]

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5.5	Grade 10 (Sophomore)
11	Grade 11 (Junior)
17	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

It is our belief in CSISD that grades represent a valid and clear indication of where the student is in their knowledge and skill development in relation to the Texas Essential Knowledge and Skills (TEKS). “A grade represents a clear and accurate indicator of what a student knows and is able to do. With grades, we document the progress of students and our teaching, we provide feedback to students and their parents, and we make instructional decisions regarding the students’ learning.” (Wormeli 2018, 163)

The purpose of the report card is to describe students’ learning progress to their parents and others, based on our DISTRICT learning expectations for each grade level. It is intended to inform parents about learning successes and to guide improvements when needed. (Guskey & Bailey, 2010, p. 35)

Grades must be related to state and local standards (national curriculum standards such as College Board standards can be included as appropriate).

Terminology

Academic Practice: When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. Students will make some mistakes during this learning process. Any work done during this learning period is considered Academic Practice.

The purpose of Academic Practice is not to evaluate a student's final achievement of a topic, but to serve as formative assessment to determine where he or she is in the learning process, diagnose any problems, aid in getting the help needed to learn the material, or extend/provide enrichment of their learning. Academic Practice could consist of many different types of assignments including, but not limited to:

- Formative Writing Assignments
- Practice Assignments
- Informal Observations
- Notebooks/Journals
- Portfolios
- Quizzes
- Stations
- Vocabulary Assignments
- Computer Activities
- Oral Assessment
- Lab Write Ups
- Performance Assessments

STAAR/EOC and STAAR/EOC Practice Tests shall not be recorded as grades.

Academic Achievement: *The purpose of Academic Achievement is to evaluate how well a student has learned the material.* Academic Achievement grades serve as summative assessments with the goal of evaluating student learning at the end of the learning cycle to assess student mastery of goals and standards. After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills through Academic Achievement work.

Any work done at that point is considered Academic Achievement. Some student work for Academic Achievement may take place outside of the classroom. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Book Reports
- Composition
- Performances
- Writings (term papers, essays, formal lab reports)
- Research Projects
- Portfolio
- Projects, Living Museum
- Performance Assessments

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- Special Projects (Science Fair)

Performance Tasks/Assessments: Performance tasks are complex challenges that are set in a realistic situation and ask students to transfer their classroom learning to solve a problem or dilemma using the knowledge and skills they acquired through class learning experiences. They can be short-term (one class period) or long-term (over several days or weeks). The resulting product(s) will be unique to the student and won't have one single correct answer or solution method. Teachers evaluate the evidence of student learning using criteria outlined on a performance checklist and/or rubric.

STAAR/EOC and STAAR/EOC Practice Tests shall not be recorded as grades.

Homework: Homework is an opportunity for students to practice with variation of the information previously learned. Students should be able to complete homework independently.

- Homework should be reasonable in terms of student time and available resources.
- Teachers should consider the access to technology and supplies when assigning homework.
- Teachers should consider the amount of assigned homework across all content areas.

Homework is:

- For practice, application, and reinforcement of previously learned material
- Well planned and intentionally assigned
- Varying according to purpose and level (length, topic)
- Designed to be done by students independently

Homework is not:

- Time to acquire new skills not previously taught
- Assigned in response to conduct infractions
- In excess of what may be completed in a class period (shouldn't be 2 hours of homework for a 50 minute class)
- Assigned over extended holidays
- Classwork that was intended to be completed to practice new skills or concepts that was unable to be completed during class time.

Homework for Elementary (PK-4)

1. Elementary homework should primarily consist of application and practice of reading, writing and math. At this level, homework should be designed to *reinforce previously taught knowledge and skills*. Homework practice in combined subject areas should not exceed a total of 45 minutes per night.
2. Elementary projects completed at home should be limited in number and duration and costs of materials and supplies should be minimal.
3. Elementary homework should receive feedback from the teacher, but should not be recorded in the electronic gradebook as a numerical grade.
4. Elementary homework should not be assigned over the weekends.

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Homework for Intermediate (5-6)

1. At the intermediate school grades (5-6), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. Homework should *reinforce previously taught material*.
2. Long-term assignments at the intermediate grades (5-6) should be limited in number and duration. These assignments should include clear checkpoints to monitor progress toward completion.
3. Homework at the intermediate school should not be assigned over the weekends.

Homework for Middle/High (7-12)

1. Homework can be assigned to all students on a regular basis. Homework is an extension of previously taught material.
2. Weekend homework may be assigned.
3. Advanced and Advancement Placement courses may require more extensive homework assignments varying according to purpose and level.
4. Long-term assignments at the high school grades (9-12) should include clear checkpoints to monitor progress toward completion.

NOTE: Dual credit courses follow the guidelines established by Blinn College.

Projects/Project Based Activities

Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. For projects, papers, etc. of a large scope, achievement and/or practice grades will be provided throughout the process to assess student progress and assist the students in their learning. Project-based assignments should primarily be undertaken and completed in the classroom. Supplies for projects should be provided in class without any additional out of pocket cost to students unless noted in the course description guide as a course fee (secondary). Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials.

When grades are taken on process checkpoints (including, but not limited to, projects and student writing), those grades are subject to the same reassessment requirements outlined later in this document.

Grading Procedures

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels 2-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

Grading Scales

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Grades may be calculated on Academic Practice and Achievement in one of the following methods:

a. The lowest passing grade is 70. The grading scale is:

A = 90-100
B = 80-89
C = 70-79
F = Failing (Below 70%)

b. Transfer-In Grade equivalents:

A+ = 100	B+ = 89	C+ = 79	D+ = 74	F = Failing 69 and Below
A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Elementary

M = Meets Expectations
I = Improvement Needed

Calculating Grades in Elementary School (PK-4)

Pre-K, Kindergarten, and 1st grade

Pre-K

- Developmental Checklists will document a student's current level of proficiency per **nine** weeks.

Kindergarten and 1st Grade

- Numerical or letter grades (A, B, C, F) are not included on report cards in ELAR, Math, Science, and Social Studies. Grades will be reported each nine weeks as an M (Meets Expectations) or I (Improvement Needed) in reading, writing, science and social studies.

K-1: Numerical or letter grades (A, B, C, F) are not included on report cards.

Student progress is reported each 9 weeks and sent home with report cards in the following areas:

Subject	Reporting Progress to Parents (Grades K-1)
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ELAR	Each student's progress in reading is reported as meets expectations (M) or improvement needed (I). Writing Stages of Development are also reported each marking period. An insert will be sent home explaining writing stages.
Math	Each student's progress in math is reported as meets expectations (M) or improvement needed (I). A student's progress/proficiency in mathematics will be reported on a developmental checklist. A copy of the checklist will be sent home.
Science and Social Studies	Each student's progress is reported as meets expectations (M) or improvement needed (I). Based on student mastery from a minimum of 5 assignments per subject area.
Art, Music, PE/Health	Each student's progress in Art, Music, PE/Health is reported as meets expectations (M) or improvement needed (I).

Grades 2-4: Numerical grades (0-100) are reported in ELAR, Math, Science, and Social Studies.

Student progress is reported each 9 weeks and sent home with report cards in the following areas:

Subject	Reporting Progress to Parents (Grades 2-4)		
ELAR Minimum of 10 Grades	Academic Achievement 50% At least 1 composition (completed process piece) At least 2 reading academic achievement	Academic Practice 40% At least 6 separate assignments (from reading, writing, listening, and speaking)	Word Work/Spelling 10% 1 assignment grade represented by an average of all Word Work/Spelling assignments
Math Minimum of 10 Grades	Academic Achievement 50% At least 3 separate assessments	Academic Practice 50% At least 7 separate assignments No more than one fluency grade	
Science Minimum of 9 Grades	Academic Achievement 50% At least 2 separate assessments	Academic Practice 50% At least 4 separate assignments 3 hands-on investigation reports	
Social Studies Minimum of 5 Grades	Academic Achievement 50% At least 2 separate assessments	Academic Practice 50% At least 3 separate assignments	
Art, Music, PE/Health	Each student's progress in Art, Music, PE/Health is reported as meets expectation (M) or improvement needed (I)		

Calculating Grades in Intermediate School (5-6)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks.
 - At least two of these must be separate Academic Achievement grades.
 - At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3rd week progress report.
 - The requirement for 1 Academic Achievement grade by progress report time is waived for the 1st and 4th six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar
 - PE will have a minimum of 3 grades per six weeks.
 - No maximum number of grades
- Assignment weight within a category shall be consistent and determined by the teachers within the course level.
- Numerical grades (0-100) are reported in all courses
- Progress Reports and Report Card Calculations:
 - The following percentages apply for progress report and report card grade calculation:
 - 33.3% Academic Practice
 - 66.7% Academic Achievement

Calculating Grades in Middle School (7-8)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks
 - At least two of these must be separate Academic Achievement grades
 - At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3rd week progress report
 - The requirement for 1 Academic Achievement grade by progress report time is waived for the 1st and 4th six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar.
 - No maximum number of grades
- Assignment weight within a category shall be consistent and determined by the teachers within the course level.
- Numerical grades (0-100) are reported in all courses
- Progress Reports and Report Card Calculations:
 - The following percentages apply for progress report and report card grade calculation:
 - 33.3% Academic Practice
 - 66.7% Academic Achievement
- The semester average of grading period grades shall count **90 percent** of the semester average, and the final exam shall count **10 percent**. If (due to extenuating circumstances-such as school closure) no semester test is administered, the semester
 - Final exams are given for middle school courses. See information provided in the Final Exams section below.
 - Students who complete courses for high school credit will comply with the high school final exam procedures and grade calculations procedures for high school courses.

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- High school credit courses taken in middle school follow the high school grading procedures with the following exceptions:
 - Middle school students taking high school courses will only be able to exempt one course in each semester and not the same course both semesters
 - Students who are exempt from an exam will remain at school during exam time and will not be dismissed early, even if the exemption is after daily attendance time.

Calculating Grades in High School (9-12)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks
 - At least two of these must be separate Academic Achievement grades
 - At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3rd week progress report
 - The requirement for 1 Academic Achievement grade by progress report time is waived for the 1st and 4th six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar.
 - No maximum number of grades
- Assignment weight within a category shall be consistent and determined by the teachers within the course level.
- The semester average of grading period grades shall count **85 percent** of the semester average, and the final exam shall count **15 percent**. If (due to extenuating circumstances-such as school closure) no semester test is administered, the semester grade shall be the average of the grading period grades.
- Numerical grades (0-100) are reported in all courses

In grades 9-12, the following percentages apply for report card grade calculation:

	On Level	Advanced	AP
Academic Practice	30%	25%	20%
Academic Achievement	70%	75%	80%

* Unless otherwise determined by a student’s IEP goals and objectives.

**The same grade calculation will apply regardless of instruction setting changes due to school closure.

Assignment weight within a category should be consistent and determined by the teachers within the course level.

Final Exams in Middle and High School

All middle and high school courses have Final Exams. **The purpose of final exams is to assess student mastery of knowledge and skills acquired during the semester.**

High School :

Exemptions are allowed for students who demonstrate mastery through their semester course averages per the Final Exam Exemption Guidelines listed in the CSISD Student

Handbook. Grades and six-weeks exams may be assessed during final exam week which will contribute to the class average in a course.

The semester average of grading period grades shall count 85 percent of the semester average, and the final exam shall count 15 percent. If (due to extenuating circumstances-such as school closure) no semester test is administered, the semester grade shall be the average of the grading period grades.

Middle School:

Middle school students are allowed to exempt high school credit class final exams in accordance with the high school student handbook; however, middle school final exams may not be exempted.

- High school credit courses taken in middle school follow the high school grading procedures with the following exceptions:
 - Middle school students taking high school credit courses will only be able to exempt one course in each semester and not the same course both semesters
 - Students who are exempt from an exam will remain at school during exam time and will not be dismissed early, even if the exemption is after daily attendance time.

For middle school courses, the semester average of grading period grades shall count 90 percent of the semester average, and the final exam shall count 10 percent. If (due to extenuating circumstances-such as school closure) no final exam is administered, the semester grade shall be the average of the grading period grades.

Report card and/or progress report average:

Note: Grades K-12 will use electronically generated report cards.

Grades 2-12 will use electronically generated progress reports.

Late Assignments/Late Work

The Late Assignment/Late Work penalties apply only to students who are in attendance but fail to turn work in on time.

Late Academic Achievement grades (such as projects, research papers, etc.) must be accepted for On-Level, Advanced, and AP courses with a penalty. The penalty will be determined by the teachers within the same course level. Extenuating circumstances may be considered for late Achievement and Practice grades for all courses and grade levels (please refer to your teacher or course syllabus).

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process. Checkpoint/process grades should be updated in the electronic gradebook within a week of taking the grade (i.e. a failing grade that captures a month's worth of process checkpoints should not be entered all at once at the end of the month).

Grades PreK-1

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No work is considered late if submitted within a **nine** week grading period.

Grades 2-4

Work that is submitted as Academic Practice or Academic Achievement must be accepted up to 2 days after the due date without a reduction in grade. After 2 days, a penalty (not to exceed a total of 10 points) may be assessed. No work will be accepted after the end of the **nine** weeks.

Grades 5-8

Work that is submitted as Academic Practice must be accepted up to 1 day after the due date without a reduction in grade. After 1 day, a penalty may be assessed. Teachers within the same subject area or course must set the same timeframe and penalty for late work. Academic Practice work will not be accepted after the Academic Achievement date.

Grades 9-12

Academic Practice late work for all courses must be accepted, with penalty, at least one day after the due date. Teachers within the same course must set the same timeframe and penalty for late work. Additionally, content area teams will examine late work penalties vertically across levels to ensure equity in expectations.

Retest/Reassessment

A retest/reassessment opportunity may come in the form of a new, formal assessment, corrections, or an additional assignment. Students who take advantage of additional opportunities to demonstrate mastery may earn up to a 70 based on their subsequent work.

In grades K-4, reassessment is offered

- when students score below 70 on an academic achievement assessment
- when more than 50% of an individual class scores below 70.

In grades 5-8, reassessment is offered

- **in on-level and Advanced classes** (this excludes major projects and is not applicable in high school level advanced courses)
- when more than 50% of an individual class score below 70 in all classes (on level and Advanced)

In grades 9-12, reassessment is offered

- when students score below 70 on an academic achievement assessment **in on-level classes**, (this excludes major projects)
- when more than 50% of an individual class score below 70 in all classes (**on-level, Advanced, and AP**)

In **Advanced and AP classes** in which high school credit is earned (whether taken in middle school or high school), reassessment is not required. However, all teachers of a course will include information in the course syllabus if reassessment opportunities are available in that course.

Reassessment when students score below 70

Reassessment must be offered to allow a student another chance to show mastery on an academic achievement assessment after he/she has scored below a 70 on an academic achievement assessment. After reteaching occurs, the reassessment option may include a formal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher should make every effort to allow the student to be reassessed as soon as

possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next Academic Achievement assessment.

If a teacher teaches multiple sections of the same class and one class needs a reteach and reassessment based on the stipulations in the paragraph above, the teacher will consult with his/her grade level team about whether or not to open up the opportunity for reteach/reassessment to the other sections.

Only one reassessment may be taken per test grade which is below a 70. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 70. Reassessment shall be optional on the part of the student (high school).

The reassessment option is not available for semester exams or curriculum-based measures (CBMs). CBMs serve multiple purposes: as a diagnostic tool to help design interventions, to assess the mastery of the taught curriculum, and to model the rigor necessary to meet state standards. Each measure may be recorded as a single academic practice grade.

Reassessment when more than 50% of an individual class score below 70

If 50% or more of the students in an individual class (including Advanced and AP) score below 70 on an Academic Achievement assessment, the teacher will reteach and reassess all students during class time. **The higher of the two grades will be recorded in the grade book.**

If fewer than 50% of all students in a class score below 70 on an Academic Achievement assessment, the teacher will provide reteaching and reassessing during or outside of class time. The grade on the reassessment will be recorded as no higher than 70 if mastery is demonstrated.

NOTE: Reteaching and reassessment occurs when 50% of an individual class scores less than 70. This is not to be confused with a class average below 70% on an achievement grade.

There are times when a class average can be below 70% without whole class reteaching and reassessment. Consider these 10 scores on a recent academic achievement assessment:

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
80	90	75	60	95	90	85	85	0	0

This class has an average of 66, but 7 out of 10 students scored higher than 70%. No whole class reteach and reassessment is required. The three students who did not pass can reassess for up to a grade of 70 in K-4 and on-level 5-12 courses.

Awarding High School Course Credit

When a student earns a passing grade in only one semester of a course and the combined average for both semesters is lower than 70, then ½ credit will be given to the semester with the passing grade. If the combined averages are equal to 70 or above, a ½ credit will be given to both semesters. When combining semester grades, it is possible to combine semester grades from 2 different school years.

Extra Credit

Extra credit must be related to the TEKS in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit may not be given for clerical tasks such as returning a report card or progress report, acquiring parent signatures, bringing canned goods, participating in a fundraiser, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

Make-Up Work (for non-school sponsored activities)

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn-in make-up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time.

Make-Up Work (for school sponsored activities)

All assigned work should be completed before the absence unless prior arrangements have been made with individual teachers. Students must be prepared for all assignments (including quizzes and tests) upon their return. Obtaining missed work is the student's responsibility.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following 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 up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 111.]

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 endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 74.

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.

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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 bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Foreign Language	2	2
Physical Education	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.

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- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify 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).

The district provides student and parent sessions *to help complete and submit the FAFSA or TASFA.*

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 submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

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- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

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

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

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 \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

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 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.

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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 Activities

Graduation activities will include:

- Mandatory Graduation Practice
- Commencement Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

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

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

- Cum Laude 3.5000
- Magna Cum Laude 3.8000
- Summa Cum Laude 4.000

Graduation Attire

All graduates who choose to participate in the commencement ceremony will wear a school-designated cap and gown (see Graduation Expenses).

Only the following honor graduates and student groups will be recognized by wearing school-issued cords, stoles, or collars:

- Summa cum Laude
- Magna cum Laude
- Cum Laude

- National Honor Society
- Student Council
- Quill and Scroll International Journalism Honor Society
- AVID

Non-approved cords, stoles, or collars will be not allowed at the ceremony.

Graduation Speakers

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

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

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

[See **Student Speakers** on page 112 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 56.]

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 36 for more information.

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

Hall Passes

If a student leaves a class, it is his or her responsibility to ask the teacher for a hall pass. Any teacher may ask to see a student's pass at any time. A student should not be in the hall without a pass.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

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:

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- 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 29 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.

When to keep your child home from school:

The American Academy of Pediatrics, the Texas Department of State Health Services and the College Station ISD recommend that students be kept home from school if any of the following conditions exist:

1. Signs of severe illness, including fever, irritability, difficulty breathing, crying that does not stop with the usual comforting, or extreme sleepiness.
2. Diarrhea or stools that contain blood or mucus.
3. Vomiting two or more times in 24 hours, unless a physician feels the cause of vomiting is not an infectious disease, writes a note to that effect and the student is in no danger of becoming dehydrated.
4. Mouth sores and/or drooling until a physician or the health authority does not feel the condition is infectious.
5. Fever or rash or a change in behavior until a physician has determined that the problem is not caused by an infectious disease.

State rules require schools to exclude students with certain illnesses from school for certain periods of time.

- If a child has a fever of 100 degrees or above, he or she must stay out of school until vomiting and 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.

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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. Students with a temperature of 100°F or above (orally) will be sent home. To prevent the spread of a contagious disease, ill students must be symptom free and fever free without the use of temperature reducing medications for 24 hours before returning to school.

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

A licensed nurse is available on each campus to help you with your child's health needs. Please provide written notification to the campus nurse if your child has specific or chronic health problems.

Immunization (All Grade Levels)

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

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

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

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the

health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 84.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.state.tx.us/immunize/school/default.shtm) (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) 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.

The district does not require or recommend that students be removed from school because of lice or nits.

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.state.tx.us/schoolhealth/lice.shtm) (<https://www.dshs.state.tx.us/schoolhealth/lice.shtm>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. 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.

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.

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- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent 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.

Only medications that are required to enable a student to stay in school may be given at school. Three times a day medication instructions should be given before school, after school, and at bedtime. If necessary, medication can be given at school under the following conditions:

- Medication must be in original, properly labeled containers dated for the current school year and brought in by an adult.
- Medication sent in baggies or unlabeled containers will not be given and destroyed.
- The first dosage of any medication must be given at home before it can be administered at school.
- An emergency plan for anaphylaxis and asthma for self-carry/self-administer must be renewed annually.
- FDA approved non-prescription medication may not be given longer than 7 consecutive days without a doctor's written prescription.

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.

The nurse will hold medications in a locked cabinet behind a locked door.

All medications will be legally disposed of after the last day of school if not picked up by the parent/guardian or written permission has been given for student to pick up. Controlled medications will not be sent home with student.

Any medical equipment (spacers, nebulizers, glucose monitors, etc.) must be provided by the parents/guardians.

The nurse cannot dispense expired medications.

Medications can only be given in a time frame of 30 minutes before or after the ordered time. It is best if the physician writes medication orders before or after lunch; this provides more leniency for dosing at school.

At the secondary level, a student is responsible for taking medications on time in the clinic. Students should inform parents of any missed doses of medication. The parent/guardian will be contacted after frequently missed doses.

After school programs/athletic games or practices/field trips: The student and parent/guardian are responsible for making arrangements for the medication to accompany the student for an after-school event. Please contact the nurse in advance to make after-school medication arrangements.

In the event of the nurse's absence, a trained, unlicensed employee may give medications. School employees will give medications as directed on the bottle. School employees are not held responsible for medication side effects.

Refills are the responsibility of the parents/students, so it is advised to take note of refill dates.

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.

See also **Medicine at School** on page 65 and **Food Allergies** on page 85.

Unassigned Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized *school personnel and/or school volunteers* who have been adequately trained to administer a medication for respiratory distress on a school campus or at a school-related activity to a person who is reasonably believed to be experiencing symptoms of respiratory distress.

An "unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designed by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of *school personnel and/or school volunteers* are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis (*at an off-campus school event or while in transit to or from a school event*) when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (Secondary Grade Levels Only)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel or volunteers at each campus that serves students in grades 6-12 to administer an opioid antagonist such as Narcan or Naloxone to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison 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 FFEb for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 3 and **Consent to Provide a Mental Health Care Service** on page 4 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;

- **Counseling** on page 39 for the district’s comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 87 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 89 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA. Due to the physical nature of PE, tennis shoes are required for participation. Protecting toes, feet, and ankles is an absolute necessity for a safe environment. If your child is unable to participate in PE, a written excuse/note by the parent is required. For extended periods of missed participation, a doctor’s note may be required.

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

Middle School

The district will ensure that students in middle school will engage in 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 junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Megan Symank

Assistant Athletics Director

1812 Welsh Ave., College Station, TX 77840

msymank@csisd.org

979-764-5525

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](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

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

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

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

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.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.csisd.org 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 78.]

Diabetes

Students with diabetes must turn in a 'Diabetic Action Plan' annually and provide updates to the school nurse as needed.

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.]

The diabetic student must have access to a personal glucometer, snacks, water, insulin, and emergency supplies. All supplies must be provided by the parent, including snacks. The school nurse has cabinets and refrigeration in the clinic for diabetic students to keep their diabetic supplies.

The school nurse does not have a glucometer in the nurse clinic. If a student is symptomatic, and does not have access to their personal glucometer, EMS will be called to check the student's blood sugar. If the student's blood sugar is outside of normal parameters, parents/guardians will be notified and the student will be transported to the nearest emergency room for evaluation and treatment.

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.csisd.org/cms/one.aspx?portalId=1301524&pageId=2720383>.

[See **Celebrations** on page 32 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 page 21 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, component, part or accessory 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.]

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Physical and Mental Health Resources (All Grade Levels)

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

- **Full Time Campus Nurse:**

			Campus Phone
Nurse Coordinator Pre-K – 12	Kassie Flater, RN	kflater@csisd.org	979-695-3608
Central Office - Student Services Director	Chrissy Hester	chester@csisd.org	979-764-5415
Elementary School Nurses – Grades Pre-K -4			
College Hills Elementary	Reeda Robinson, RN	rrobinson@csisd.org	979-764-5565
Creek View Elementary	Mica Vannaman, RN	mvannaman@csisd.org	979-694-5890
Forest Ridge Elementary	Sherrel Paull, RN	sherrelpaull@csisd.org	979-694-5801
Greens Prairie Elementary	Amanda Lyons, RN	alyons@csisd.org	979-694-5870
Pebble Creek Elementary	Ivonne Adame, RN	iadame@csisd.org	979-764-5595
River Bend Elementary	Amanda Stewart, RN	astewart@csisd.org	979-694-5841
Rock Prairie Elementary	Jennifer Posern, RN	jposern@csisd.org	979-764-5570
South Knoll Elementary	Elvia Garcia, RN	egarciavela@csisd.org	979-764-5580
Southwood Valley Elementary	Tiffany Kolodziejczyk, RN	tkolodziejczyk@csisd.org	979-764-5590
Spring Creek Elementary	Jennifer Lawler, RN	jlawler@csisd.org	979-694-5838
Intermediate School Nurses – Grades 5&6			
Cypress Grove Intermediate	Kaleigh Mies, RN	kmies@csisd.org	979-694-5600
Oakwood Intermediate	Meredith Boucher, RN	mboucher@csisd.org	979-764-5530
Pecan Trail Intermediate	Dana Kay, RN	dkay@csisd.org	979-694-5874
Middle School Nurses – Grades 7&8			
A&M Consolidated Middle	Jessica Taylor, RN	jtaylor@csisd.org	979-764-4264
College Station Middle	Lydia Eby, RN	leby@csisd.org	979-764-5550
Wellborn Middle	Kassie Flater, RN	kflater@csisd.org	979-695-3608
High School Nurses – Grades 9-12			
A&M Consolidated High	Dianne Dusold, RN	ddusold@csisd.org	979-764-5509
A&M Consolidated High	Linda Broadway, LVN	lbroadway@csisd.org	
College Station High	Briana Dugan, RN	bdugan@csisd.org	979-694-5800
College Station High	Jill Lovell, LVN	jlovell@csisd.org	979-694-5800
College Station High -(SPED lifeskills class)	JoElla Calliham, RN	jcalliham@csisd.org	
College Station High - (SPED lifeskills class)	Heather Butaud, RN	hbutaud@csisd.org	979-820-4360
College View High	Kristina Meadows, LVN	kmeadows@csisd.org	979-764-5540

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- Full Time Campus Counselor:

			Campus Phone
Central Office - Mental Health Coordinator K-6	Kendra Couch	kcouch@csisd.org	979-764-5887
Central Office - Mental Health Coordinator 7-12	Kelsi Keepers	kkeepers@csisd.org	979-694-5649
Central Office - Student Services Director	Chrissy Hester	chester@csisd.org	979-764-5415
Elementary School Counselors - Grades Pre-K - 4			
College Hills Elementary	Kristie Wood	kwood@csisd.org	979-764-5565
Creek View Elementary	Elizabeth Cosser	ecosser@csisd.org	979-694-5890
Forest Ridge Elementary	Roxanne Hord	rhord@csisd.org	979-694-5801
Greens Prairie Elementary	Amanda Simmons	asimmons@csisd.org	979-694-5870
Pebble Creek Elementary	Stacie Wilson	swilson@csisd.org	979-764-5595
River Bend Elementary	Lisa Bishop	lbishop@csisd.org	979-694-5841
Rock Prairie Elementary	Susan Surovik	ssurovik@csisd.org	979-764-5570
South Knoll Elementary	Lynette Morrison	lmorrison@csisd.org	979-764-5580
Southwood Valley Elementary	Haley Hanson	hhanson@csisd.org	979-764-5590
Spring Creek Elementary	Kristy Kissell	kkissell@csisd.org	979-694-5838
Intermediate School Counselors - Grades 5 & 6			
Cypress Grove Intermediate	Dana Schulte	dschulte@csisd.org	979-694-5600
Oakwood Intermediate	MacKenzie Zumwalt	mzumwalt@csisd.org	979-764-5530
Oakwood Intermediate	Jessica Wilkerson	jwilkerson@csisd.org	979-764-5530
Pecan Trail Intermediate	Laura Mendez	lmendez@csisd.org	979-694-5874
Pecan Trail Intermediate	Shelly Raulston	sraulston@csisd.org	979-694-5874
Middle School Counselors - Grades 7 & 8			
A&M Consolidated Middle	Alex Cockrell	acockrell@csisd.org	979-764-4264
College Station Middle	Jasmine Ray	jray@csisd.org	979-764-5550
Wellborn Middle	Brian Miles	bmiles@csisd.org	979-695-3608
Wellborn Middle	Mary Birdsall	mbirdsall@csisd.org	979-695-3608
High School Counselors - Grades 9-12			
A&M Consolidated High (students last name A-E)	Jill Faith	jfaith@csisd.org	979-764-5510
A&M Consolidated High (students last name F-LI)	Kelli MacAfee	kmacafee@csisd.org	979-764-5510
A&M Consolidated High (students last name Lo-Rh)	Paul Hord	phord@csisd.org	979-764-5510
A&M Consolidated High (students last name Ri-Z)	Jamie Boyd	jboyd@csisd.org	979-764-5510
College Station High (students last last name A-E)	Maryam Ahmed	mahmed@csisd.org	979-694-5800
College Station High (students last last name F-L)	Brandee Gutierrez	bgutierrez@csisd.org	979-694-5800
College Station High (students last name M-R)	Stacie LePage	slepage@csisd.org	979-694-5800
College Station High (students last name Ri-Z)	Valarie Reed	vreed@csisd.org	979-694-5800
College View High (Dean of Students)	Laurie Rath	lrath@csisd.org	979-764-5540

- The local public health authority, Brazos County Health Department, which may be contacted at 979-361-4440.
- The local mental health authority, MHMR Authority of Brazos Valley, which may be contacted at 979-822-6467.

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/224>.

- 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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Dr. Molley Perry

Deputy Superintendent

1812 Welsh Ave., College Station, TX 77840

mperry@csisd.org

979-764-5415

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Director of Athletics.

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Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at <https://www.csisd.org/cms/one.aspx?portalId=1301524&pageId=2720297>.

facilities[See **Consent to Human Sexuality Instruction** on page 3, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 4, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Kevin Starnes

Athletics Director

1812 Welsh Ave., College Station, TX 77840

kstarnes@csisd.org

979-764-5525

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.

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

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of 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)

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.

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

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If

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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. Signing a student out requires valid identification and must be done through the computer system in the school office.

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.

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 middle 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. Leaving the school grounds without permission is considered truancy and will result in disciplinary action.

During Lunch

All campuses are closed at lunch and students are not allowed to leave during lunch without a parent.

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.

Lockers (Grades 5-7)

Student lockers are issued to assist students in being responsible for materials and being organized. Students may not share a locker. Lockers should be kept clean. Lost locks will require a \$5 replacement fee. Periodic locker clean-outs are held. Lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. The student has full responsibility for the security of the assigned locker, for making certain that the locker is locked, and that the combination is not available to another student. Searches of lockers may be conducted at any time if there is reasonable cause to believe they contain articles or materials prohibited by district policy, whether or not the student is present. The parent will be notified if any prohibited items are found in the student's locker.

Lost and Found (All Grade Levels)

Parents are urged to label all outer apparel and personal belongings with their child's name. Lost and found items will be placed in a designated area. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will donate lost and found items at the end of each semester.

Lunch Visitor Guidelines

College Station ISD encourages its parents/guardians to have lunch with their child on occasion. To help ensure the safety of CSISD students and staff, please adhere to the following guidelines when visiting your child for lunch.

Parents, Guardians and Emergency Contacts (anyone listed in eSchool as a contact)

1. Parents and guardians must check in at the front office before having lunch with their child.
2. Parents and guardians may bring lunch for their child, but not for other children.

Any other lunch visitors

1. Lunch visitors other than the student's parent or guardian must have parent or guardian permission to have lunch with a student.
2. Visitors must check in at the front office before having lunch with a student.
3. Visitors may bring lunch for the student(s) they are visiting, but not for other children.
4. Visitors may only have lunch with the student(s) they have permission to have lunch with.

Campuses will designate a specific area for visitors to have lunch with the student(s) they are visiting.

The preceding guidelines are a minimum expectation for lunch visitors at all CSISD campuses. Campus administration has the discretion to disallow lunch visitors and/or to make additional lunch-visitor guidelines based on safety or environment for their respective campus.

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 25.]

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 Middle/Junior High School Grade Levels

All work must be completed while *a student is attending the DAEP.*

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, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends 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.

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The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Josh Symank

Director of Human Resources

1812 Welsh Ave., College Station, TX 77840

jsymank@csisd.org

979-764-5475

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/Section 504 Coordinator:

Jackie Hahn

Assistant Director of Special Services

1812 Welsh Ave., College Station, TX 77840

jhahn@csisd.org

979-764-5433

- For all other concerns regarding discrimination, see the superintendent:

Tim Harkrider

Superintendent

1812 Welsh Ave., College Station, TX 77840

tharkrider@csisd.org

979-764-5455

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

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.

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- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 39.]
- 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 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. [See **Volunteers** on page 122 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include:
 - PTO
 - CTE has subject specific groups at the High School level
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Tiffany Parkerson

Executive Director of Secondary Education

1812 Welsh Ave., College Station, TX 77840

tparkerson@csisd.org

979-764-5762

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 85 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third *Tuesday* of each month at 7:00p.m. at *the Central Administration*

Building at 1812 Welsh Avenue. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 1812 Welsh Ave., College Station, TX 77840 and online at www.csisd.org. [See policies BE and BED for more information.]

Parent Teacher Organization (PTO)

The Parent Teacher Organization is an organization in which parents and teachers can become involved and support their school. It is a vital element in a successful school. We encourage you to join the PTO. Please consider becoming part of our school volunteer program. It is a way to help and at the same time learn more about what your child is learning in school. Information about membership and the volunteer program is sent home shortly after school begins.

Parental Expectations, Involvement, Responsibilities, and Rights

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

1. Encourage your child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
2. Review the information in the Student Handbook (including the Student Code of Conduct) with your child, and sign and return the acknowledgment form(s). Parents with questions are encouraged to contact the campus administrator.
3. Be familiar with all of your child's school activities and with the academic programs offered in the district. Discuss with the teacher or campus administrator any questions you may have about your child or the school. Monitor your child's academic progress and contact teachers as needed.

Parent Access to Grades/Homes Access Center (HAC)

HAC allows guardians to access their children's grades, attendance, and other important data.

- For more information about HAC visit: <http://bit.ly/csisdhacuser>
- To access the HAC login page or to set up a new HAC account visit: <https://hac.csisd.org/homeaccess>
- There is no need to set up a new account each year if you have an existing account because your login and password will remain the same.
- If you have any problems logging in or questions about your login information email: grades@csisd.org or call 979-694-5889.

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit from each High School and pay a fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.

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

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

Pest Control Information

College Station ISD periodically applies pesticides. Information concerning these applications may be obtained from the Operations Department at 979-764-5443.

Physical Restraint (All Grade Levels)

Any district employee may, within the scope of the employee's duties, use and apply physical restraint to a student when the employee reasonably believes it is necessary in order to protect a person (including the employee) from physical injury, obtain possession of a weapon or dangerous object, protect property from serious damage, or restrain an irrational student. In order to restore order or to impose disciplinary measures, district personnel may remove from a specific location, including a classroom or other school property, a student refusing a lawful command of a school employee.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 9.]

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 school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, 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.

Elementary and Middle Grade Levels

In kindergarten and grade 1, promotion is based on mastery of 70 percent of the skills listed on the report card for each of the following subject areas: reading, language arts, and mathematics.

In grades 2-8, promotion is based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas, and a grade of 70 or above in three of the following areas: reading/language arts, mathematics, science, and social studies.

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 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 70 and **Standardized Testing** on page 111.]

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

Recess (Elementary Grade Levels)

CSISD believes that recess is an important part of the school day where students have an opportunity for physical activity and to develop and practice social skills. While the state requirement for physical activity is met through our PE program, we are committed to recess time in order to support the development of the whole child.

Occasions may arise where a student may miss recess time. Teachers may utilize up to 10 minutes of an individual student's recess to provide practice time for behavioral and/or academic skills. In order to accomplish the dual purposes of recess as a time for physical activity and social skill development, students may not be required to complete punitive tasks or physical activity during recess (i.e. walking the track, push-ups, etc.).

A student may be removed from the entirety of recess on a given day only by campus administration for purposes such as to enforce a natural consequence or to provide time for specific, targeted practice of social skills and behavior.

Release of Students from School

[See **Leaving Campus** on page 91.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks for grades 5-12 and 9 weeks for grades K-4 .

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 95 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 59 and policy EIA(LOCAL) for more information.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB (LEGAL).]

Request for the use of a Service Animal

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8

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

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the 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.

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.

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student 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 state-established criteria as determined by the student's ARD committee.

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

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, 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 74 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.

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

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

[See **Graduation** on page 70.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instruction 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 Quick Tip link located on the home page of each campus for grades K-6, and the P3 Anonymous Reporting link located on the home page of each campus for grades 7-12.
- 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.

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. In actual emergency situations students will not be released until the situation is resolved per district protocol.

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 \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

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

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

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

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: through the school messenger system and local television and radio stations.

[See **Parent Contact Information** on page 38 and **Automated Emergency Communications** on page 38.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 111.]

Schedule Changes (Middle and High School Grade Levels)

All schedule changes should be made by June 1 by contacting the school counselor.

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

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the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact -the district's designated asbestos coordinator:

Jon Hall

Executive Director of Facilities

1812 Welsh Ave., College Station, TX 77840

jhall@csisd.org

979-764-5443

Food and Nutrition/Cafeteria 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.

The Child Nutrition Breakfast and Lunch Program is designed to provide nutritious meals for growing children. Breakfast is available at all campuses, and all district students may purchase a variety of lunch selections. Regular student meal prices for the school year are \$1.50 (all grades) for breakfast and \$2.85 (grades PreK-4) / \$3.10 (grades 5-12) for lunch. Both meals include a choice of milk.

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.

To apply for free or reduced-price meal services, paper applications are available at the Child Nutrition Office and at any school campus office. Families can also apply online under the Child Nutrition department on the csisd.org website.

[See policy CO for more information.]

Automated Point of Sale systems are installed in all school cafeterias. Prepayments for breakfast, lunch, and drinks may be deposited weekly or monthly in the school's cafeteria. Students may purchase items sold in the cafeteria using their prepaid account. An account activity report may be requested from the Food Service Manager.

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. 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 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.

Because CSISD schools are a closed campus for lunch, students may not leave the campus for lunch and return to school. Students may eat the school lunch offered or can bring lunch from

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home. Glass containers should not be brought to school. Parents may bring lunch for their child, but not for other students. No commercial food deliveries for students will be accepted at school.

To help ensure that the cafeteria is a pleasant place to eat, student's cooperation is necessary with the following:

- Do not cut in line or save others a place in line.
- Do not purchase food for friends or other students.
- Pick up litter and place it in trash cans.
- Request permission to use the restroom.
- Wait until you are dismissed before leaving the cafeteria.
- No food or drink will be allowed outside the cafeteria.

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 right regulation 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 obtain 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 allege 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.”

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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 (832-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 94 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. For more information regarding these policies and guidelines, see the Child Nutrition Department. [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:

Jon Hall

Executive Director of Facilities

1812 Welsh Ave., College Station, TX 77840

jhall@csisd.org

979-764-5443

Conduct Before and After School (All Grade Levels)

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

Library (All Grade Levels)

Campus librarians work with teachers and students to problem-solve, research curricular topics, document resources, respect intellectual ownership of copyrighted materials, and to practice the acceptable use of electronic resources (Internet). Libraries have technology rich environments that facilitate instruction. Library programs promote reading with instructional lessons, sustained silent reading, recommended reading lists, student book reviews, storyteller and author visits, and celebrations of Children's Book Week, National Library Week, and/or Bluebonnet Book Lists. Students may check out books and are responsible for returning them at the designated

time. Charges will be assessed for any lost or damaged library materials. Students have access to many electronic resources, including online subscription databases that complement the curriculum. Encyclopedias, magazines, newspapers, almanacs, maps, primary source documents, news transcripts and other reference materials are included in these online resources. Home/remote access information is available from the campus library. In addition, libraries subscribe to a variety of newspapers and magazines in print format. The library is open for independent student use during various times with a teacher permit. Check with your campus principal for information pertaining to your school's guidelines.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

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

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

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

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

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. NO student may participate in the field trip without a signed permission slip; verbal permission will not be considered sufficient. A note signed by the parent will suffice as a permission slip as long as it has the date, parent signature, and states that the parent gives permission for the child to go to the specified location.

Adults/chaperones may be asked to assist in the field trip if additional supervision is necessary. Decisions concerning adult participation on field trips and activities will be made by the classroom teacher and/or principal. Adults who help on a field trip must have a volunteer agreement completed through the district. This volunteer agreement should be done 2 weeks in advance. See the parent tab on the CSISD website for more information. Chaperones may not bring other children on the field trip.

Field trips are an extension of school and therefore all rules apply. A student's academic performance, including turning in assignments, will not be a determining factor for whether or not a student is allowed to attend a field trip. In the event that there is a concern regarding a student's behavior, the teacher will contact the administration for determination of participation.

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Students must ride the school bus to the destination. Parents who wish to pick up students from the field trip location, rather than waiting for the bus to return to school, must have a letter on file in the office 24 hours in advance.

Attendance must be taken and submitted to the office prior to leaving the campus on a field trip.

Teachers are responsible for the supervision and safety of all students. The procedures listed below will be followed:

- The teacher will count his/her students before leaving the classroom/campus, as students are getting on the bus, throughout the day, before getting on the bus to return home, on the bus before actually leaving and finally as they get off the bus at the campus.
- The bus driver will count the students before leaving on the trip, as they load to return to the school, and as they exit the bus back at the campus.
- A buddy system will be in place with checks throughout the day. A buddy check will occur before leaving campus and before leaving for home. Buddy checks may occur periodically throughout the day if deemed necessary (depending on the age of the students and the nature of the trip).
- The teacher will provide a list of cell numbers to the office along with the names of the members of your team. If parent chaperones are participating, they will be asked to leave their cell phone numbers as well. Cell phones will be turned on during the day so that the office or other team members may contact each other if needed.
- All chaperones must be approved through the online volunteer agreement.
- The nurse will provide a first aid kit. Teachers will visit with the nurse prior to leaving for the trip to identify students that may have medical needs.

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 56 for more information.

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

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 suspicionless security procedures, including the use of metal detectors.

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

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

District Property (All Grade Levels)

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

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

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 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 51 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 82.]

Secret Societies/Gangs (All Grade Levels)

Students are prohibited from joining any secret society/gang. Students are prohibited from any behaviors which are associated with gang related affiliation including, but not limited to, violation of established dress code, possession of paraphernalia, intimidation of students or staff members, graffiti or symbols, tattoos, and identifying language or hand signals.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

A student or parent with questions about **GT, ESL, homeless, or migrant programs** should contact:

Patty Ayala

Director of Special Programs

1812 Welsh Ave., College Station. TX 77840

payala@csisd.org

979-764-5419

A student or parent with questions about **students with disabilities or dyslexia** should contact:

Executive Director of Special Services

1812 Welsh Ave., College Station, TX 77840

979-764-5433

A student or parent with questions about **foster care** should contact:

Chrissy Hester

Director of Student Services

1812 Welsh Ave., College Station, TX 77840

chester@csisd.org

979-764-5415

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

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

Student Identification (I.D.) Cards (Grades 7-12)

Students will be issued an identification card before or soon after school starts. They are to wear this card at all times during the day and at all school activities. If the I.D. card is lost, students should report to the front office and purchase a new card. Students must show identification cards upon request by any school employee. Failure to show an I.D. card will be cause for disciplinary action.

Student Insurance (All Grade Levels)

The District is not responsible for medical costs associated with a student's injury. School districts, by law, have governmental immunity against liability resulting from accidents within the confines of the school. Therefore, the school assumes no liability, for either the injury or the subsequent negotiations with any insurance company. The District does make available optional low-cost student accident insurance programs designed to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying the insurance premium and submitting any claims directly with the insurance carrier. Each campus administration office will distribute student insurance information at the beginning of each school year.

Student Intervention Team (SIT)

The Student Intervention Team is a committee that meets when a staff member has academic and/or behavioral concerns about a student. The purpose of the committee is to review information about the student and develop a plan based upon student needs. Committee membership varies depending on the student, the campus, and the need for information about student performance. Committee Members may include a campus administrator, campus counselor, campus diagnostician, campus Licensed Specialist in School Psychology (LSSP), campus nurse, campus interventionist(s), teachers, and other school personnel as determined necessary by the SIT team chairperson.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: graduation and various campus events at the principal's discretion. 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 70 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is based on a self-paced or teacher directed curriculum and is offered during the month of June. Information is released after Spring Break of each school year regarding summer school on the district webpage and the front offices at each campus.

Tardies (All Grade Levels)

A student who is not in their assigned seat when the tardy bell rings is considered tardy to class and may be assigned to detention hall or given another appropriate consequence. Any student who is over 10 minutes late to class will be counted absent for that day or class period. Each individual campus can create their own guidelines for tardies.

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 107.

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 16, **Bullying** on page 29, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 18, 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 108.]

Buses and District Transportation

The district makes school bus transportation available to all students living two or more miles from school; in an approved hazardous zone, and to any students who are experiencing homelessness in compliance with the McKinney-Vento Act. This service is provided at no cost to students.

Bus routes and stops will be designated throughout the school year as needed. 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.

RULES AND REGULATIONS

The bus ride is an extension of the school day. School regulations and expectations on the bus will be the same as when the student is on school premises. Our bus drivers are instructed not to let students ride to any destination other than their own residence bus stop. This is to keep buses from being overcrowded and also to help parents and the schools know where the child is at all times. All students must ride the bus assigned to them. If a parent desires an exception to this rule for any reason a written request is required within 24 hours. The request must be dated and must include a statement of purpose, address of destination and will be subject to room on the bus and the student's appropriate behavior. Students will turn in the request to the campus principal's office upon arrival at school. An alternate destination document will be issued and approved at the school office. The student will take a copy of the alternate destination document to give to the bus driver of the alternate route. For students that are in second grade and lower, the receiving adult must present proper identification. Students are expected to follow the regulations below when riding the school bus. Failure to do so may result in suspension of bus privileges. In addition, school discipline may be applied based upon investigation information.

1. Students being transported are under the authority of the bus driver.
2. Students may be assigned seats by the bus driver.
3. Fighting, wrestling, or boisterous activity is prohibited on the bus.
4. Students shall use the emergency door only in case of emergency.
5. Students shall be at their morning stops 5 to 10 minutes early.
6. Students shall not bring firearms, weapons, or other potentially hazardous material on the bus.
7. Students shall remain seated while the bus is in operation. This includes while stopped during the route.
8. When necessary to cross the road, students shall cross in front of the bus and as instructed by the bus driver.
9. Students shall not extend their hands, arms, heads or any other objects out the bus windows.
10. Students shall have written permission to exit the bus at a location other than at home or at school. (See instructions above.)

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11. Students shall converse in normal tones; loud or vulgar language is prohibited.
12. Students shall keep the bus clean and must refrain from damaging it.
13. Students shall be courteous to the driver, to fellow students, and passersby.
14. Students who refuse to promptly obey the directions of the driver, or refuse to obey the regulations may forfeit their privilege to ride on the buses.
15. Students cannot bring glass, animals, balloons, or unsecured skateboards on the bus or other inappropriate items as determined by the bus driver.
16. No food or drink may be consumed on the bus unless approved by the bus driver.
17. Personal electronic devices (cell phones, electronic games, video players, computers, etc.) are allowed on the bus, but cannot be disruptive or cause a safety concern on the bus.
18. Taking pictures and/or video is not permitted.
19. No inappropriate, offensive, or vulgar material will be allowed on personal electronic devices.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or the campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in the district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

CSISD Transportation Policy

We hope it will not be necessary to forbid any student to ride a bus. Such action will be taken only as it contributes to the accomplishment of the goals of the district as spelled out in the Board of Education Policy. Students are forbidden to ride the bus when their behavior threatens the safety of themselves or others. When riding the bus is the only way a student can get to and from school, other disciplinary consequences may be given at the school campus.

The Bus driver is responsible for the safe operation of the bus. Students must abide by the instructions of the driver in order to ensure a safe transportation system. If students refuse to abide by the instruction of the driver, the following action may be taken by the building principal.

The consequences for elementary students' K-4 offenses will be applied within the semester. The consequences for 5-12 students' offenses will be applied within the current school year.

Student discipline on the bus shall be determined on a case by case basis.

- **FIRST OFFENSE:**

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The student may be subject to punishment and written notice will be mailed to the parent. The letter will inform the parent that if a second offense is committed, the student will be excluded from riding the bus for a period of three school days.

- **SECOND OFFENSE:**

A letter will be mailed to the parent advising that the child is excluded from the bus for three school days.

- **THIRD OFFENSE:**

The student may be excluded from the bus for a period of ten school days.

- **FOURTH OFFENSE:**

The student may be excluded from the bus for a period of thirty school days.

- **FIFTH (AND BEYOND) OFFENSE:**

The student may be excluded from the bus for a period of a semester or the rest of the school year.

Re-Admittance Procedure:

Prior to the student being readmitted to the bus after committing the fifth or more offense, the parent must contact the student's principal and give assurance that the student's behavior will conform to rules and regulations. Any student, even though he has not committed his first offense, who willfully creates a disturbance or deliberately disobeys the bus driver may be refused transportation by the student's principal. Any student, who enters the bus after being excluded by the principal for willful misbehavior, will be excluded from riding the bus for an additional period of thirty days.

For additional information, please contact:

Hector Silva

Director of Transportation

9304 Rock Prairie Rd., College Station TX 77845

hsilva@csisd.org

979-764-5440

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Tutorials (Grades 5-12)


Tutorials are offered on most days before and after school for students needing academic assistance. Students should check with their core subject teachers or elective teachers for the dates and times of these tutorial sessions.

A late bus for students who stay after school for academic assistance or tutorials will be made available Monday through Thursday for students who are bus eligible. If your child may have need of this service, forms will be available in the front office. Students may not ride the tutorial bus if they stay after school for reasons other than academic assistance or tutorials.

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UIL Calendar – Elementary

Revised: 7-12-23

 2023-2024 UIL ACADEMIC ELEMENTARY CALENDAR College Hills, Creek View, Forest Ridge, Greens Prairie, Pebble Creek, Rock Prairie, South Knoll, Southwood Valley, Spring Creek, River Bend									
Six Weeks	End of 3 Weeks	3 Weeks Grades Due	Grades Sent Home	End of 6 Weeks	6 Weeks Grades Due	Grades Sent Home	End of 9 Weeks	9 Weeks Grades Due	Grades Sent Home
1st	Fri. Sept. 1	Tue. Sept 5	Fri. Sept. 8	Fri. Sept. 22	Mon. Sept. 25	Fri. Sept. 29	Mon. Oct. 16	Tue., Oct.17	Fri. Oct. 20
2nd	Fri. Oct. 27	Mon. Oct. 30	Fri. Nov. 3	Fri. Nov. 17	Mon. Nov. 27	Fri. Dec. 1	Fri. Dec. 15	Wed. Jan. 3	Fri. Jan. 5
3rd	Mon., Jan. 22	Tue. Jan. 23	Fri., Jan. 26	Fri. Feb. 16	Tue. Feb. 20	Fri. Feb. 23	Fri. March 8	Mon. Mar. 18	Mon. Mar. 25
4th	Fri. April 5	Mon. April 8	Fri. April 12	Fri. April 26	Mon. April 29	Fri. . May 3	Fri. May 17	Mon. May 20	Thurs. May 23

**All academically eligible Dec. 15th @3:45 pm thru Wednesday Jan. 3rd @8:20 am (7-day grace period Jan. 3rd – Jan. 10th@3:45 pm determined by 3rd 6-weeks IPR)

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UIL Calendar – Secondary

Reviewed by: Mark Cousins

Revised: 8-14-23

2023-2024 UIL ACADEMIC ELIGIBILITY CALENDAR Oakwood, Cypress Grove, Pecan Trail, AMCMS, CSMS, WMS, AMCHS, CSHS, CVHS									
Must be promoted (not placed) to 9th grade. Must have 5 credits if beginning 2nd year of high school. Must have 10 credits if beginning 3rd year or 5 credits must have been earned the previous year. Must have 15 credits if beginning 4th year or 5 credits must have been earned the previous year. Credits must be toward state graduation requirements.									
Six Weeks	Days	End of 3 Weeks	3 Weeks Grades Due	Grades Sent Home	Regains Eligibility 7 Day Grace Period	End of 6 Weeks	6 Weeks Grades Due	Grades Sent Home	Loses/Regains Eligibility 7 Day Grace Period
1st	28	Fri. Sept. 1	Tue. Sept 5	Fri. Sept. 8	N/A	Fri. Sept. 22	Mon. Sept. 25	Fri. Sept. 29	Fri. Sept. 29
2nd	23	Mon. Oct. 16	Tue., Oct.17	Fri. Oct. 20	Mon., Oct. 23	Fri. Oct. 27	Mon. Oct. 30	Fri. Nov. 3	Fri. Nov. 3
3rd	30	Fri. Nov. 17	Mon. Nov. 27	Fri. Dec. 1	Mon., Dec. 4	Fri. Dec. 15	Wed. Jan. 3	Fri. Jan. 5	Wed. Jan. 10
		ALL STUDENTS ACADEMICALLY ELIGIBLE AFTER SCHOOL NOW: 17-27, START OF SCHOOL.							**SEE BOTTOM OF PAGE
4th	32	Mon., Jan. 22	Tue. Jan. 23	Fri., Jan. 26	Mon.,Jan.29	Fri. Feb. 16	Tue. Feb. 20	Fri. Feb. 23	Fri. Feb. 23
		ALL STUDENTS ACADEMICALLY ELIGIBLE AFTER SCHOOL SPRING BREAK MARCH 10 th -20 th , START OF SCHOOL							
5th	27	Fri. March 8	Mon. Mar. 18	Mon. Mar. 25	Fri. Mar. 22	Fri. April 5	Mon. April 8	Fri. April 12	Fri. April 12
6th	34	Fri. April 26	Mon. April 29	Fri., May 3	Fri. May 3	Thurs. May 23	Fri. May 24	Grades mailed	School's Out

**All academically eligible Dec. 15th @3:45 pm thru Wednesday Jan. 3rd@8:20 am (7-day grace period Jan. 3rd - Jan. 10th@3:45 pm determined by 3rd 6-weeks IPR)

Valuables (All Grade Levels)

Students should not bring excessive amounts of money or valuable items to school. If it is necessary, bring them to the office for safe keeping upon your arrival to school. Valuables should not be left in any student locker. Students are responsible for any valuable items at school.

Students may use electronic devices, as permitted in the Electronic Devices section.

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.

Vehicles on Campus (Grades 9-12)

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also Policy FNF and the Student Code of Conduct.] Students are held responsible for any prohibited objects or substances found in cars and will be subject to disciplinary action. [See Searches page 56.]

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Drivers are expected to exercise good judgment behind the wheel at all times. On campus, ten miles per hour (10 mph) is the maximum speed limit.

Parking permits for student parking spaces will be sold during fall registration on a first-come/first-served basis. Students must leave their vehicles immediately upon arrival in the parking lot and enter the school. No student without a pass from an administrator may return to the student parking lot during the day. Students parking along the streets are under the City's jurisdiction and should follow all city laws. Parking permit must be properly displayed at all times and is transferable to other vehicles registered in the office. Replacement tags can be purchased for \$5.00 in the office. Motorcycles will properly display sticker permit on rear fender.

Violation of parking or driving regulations on campus may result in disciplinary action, parking ticket and fine, towing at the owner's expense, and/or loss of privileges for the remainder of the school year.

Fines will be assessed, and parking privileges may be revoked for the following violations:

- Parking in undesignated areas (e.g. curbs, islands, faculty spots)
- Parking on the one-way access road between Nueces and Welsh (this is faculty parking) (AMCHS only)
- Forging parking tags.
- Not displaying parking tag; failure to display a parking tag in the correct manner.
- Displaying forged or another student's parking tags
- Speeding
- Reckless driving

Vehicle Regulations, Registration, and Parking:

1. Parking on campus is a privilege not a right. CSISD is not responsible for damage or theft of the vehicle or anything within the vehicle.
2. All students who park a motor vehicle of any type must register their vehicle the first day the vehicle is on campus. Vehicles are to be registered with administrative assistant or assistant principal in the main office.
3. The fee for a parking permit is \$25. Replacing lost or stolen tags will cost \$5 and require a signed note from parent/guardian.
4. Students are responsible for the security of their vehicle and permits. Therefore, they should not loan anyone their keys or permit. Any student found in violation of the regulation regarding transfer of permits will have the permit revoked immediately.
5. Each vehicle that is parked on campus must have a permit which is interchangeable between cars. If changing vehicles or buying a new one, please notify the office immediately and register that vehicle.
6. Motorcycle and motorbike permits must be affixed with the sticker adhesive to the rear fender in plain sight. Failure to do so will result in a ticket.

College Station ISD Handbook

7. Tickets will be issued for improper parking, parking in a staff space, and/or failure to display a parking permit in the correct manner, speeding, and reckless driving. The fine for a ticket is \$5.00 and must be paid within five (5) calendar days.
8. Disciplinary action will be taken for parking tickets. For every three parking violations a student receives, they will be issued one everyday infraction which will be calculated into their cumulative everyday infraction total. Please see the Everyday Infraction Discipline list on page 31 for possible consequences. For questions regarding tickets, please contact the administrator responsible for parking within two (2) days of receiving the ticket.

Rules governing vehicle use on campus:

1. Student vehicles are to be driven only on paved areas. The use of a vehicle in an unsafe manner (i.e. excessive speed, squealing tires, driving on grass, etc.) will result in loss of parking permit, parent conference, and disciplinary action.
2. Once a student arrives at school, the student is to park the vehicle and leave the parked vehicle immediately. Students are not to loiter in or around parked vehicles at any time before, during, or after school.
3. Falsification of information on the registration form or parking permit will result in the loss of the privilege of parking on the campus for the remainder of the school year and a fine of \$25.00.
4. According to school board policy, "The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district."
5. Parking privileges may be revoked for failure to comply with these regulations.

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 Director of Technology that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district police 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 reasonable appears to have no legitimate reason to be on district property may be ejected from district property.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5 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.

Career Day

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

Volunteers (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 Director of Communications

1812 Welsh Ave., College Station TX 77840

979-764-5422

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the school's office.

A student 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 mater, 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 is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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.

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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 middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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.

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.

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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 for 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/224?filter=FFI>. Below is the text of *College Station ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

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.

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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 sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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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.