

2023-2024

STUDENT HANDBOOK



Canyon ISD Support Center
3301 North 23rd Street
Canyon, TX 79015
677-2600

District policies can be found on the district website at www.canyonisd.net.

ACKNOWLEDGMENT

Student Handbook

Dear Parents and Students:

This handbook is written for you. It includes important information regarding district programs, activities and practices. It also specifies the district's expectations for acceptable use of technology and appropriate student behavior. It is designed to inform parents and students of the rules and the consequences when rules are violated. I strongly recommend that both student and parent review this information together.

As part of the online registration process, you completed an acknowledgement of online availability of the CISD Student Handbook as well as the Student Code of Conduct. The acknowledgement indicates your understanding that the Student Handbook and the Student Code of Conduct contain information that you and your child may need during the school year and that all students will be held accountable for their behavior and for complying with the rules of the District. It also indicates that students will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

Refusal to sign this acknowledgment in no way prevents the District from enforcing the rules and consequences as written. It is important to note that every effort is made to ensure that district practices and procedures follow district policies. In the event of a conflict, district policies take precedent. The district policies can be found on the CISD website at www.canyonisd.net.

Sincerely,

A handwritten signature in black ink, appearing to read "Darryl Flusche", written in a cursive style.

Dr. Darryl Flusche
Superintendent

BOARD OF TRUSTEES

President – Jennifer Winegarner
Vice President – Matt Parker
Secretary – Laurie Gilliland
Associate Secretary – Casey Posey
Member – Katharyn Weigand
Member – Bill Jenkins
Member –

VISION

Empowering Lifelong Success

MISSION STATEMENT

The mission of CISD, in partnership with parents and community, is to empower students through academic and character development to obtain lifelong success as servant leaders.

CORE BELIEFS

We Believe

- Learning is a result of high expectations and challenging experiences fostering a strong work ethic.
- People are our greatest resource to advance the highest potential in our students.
- A partnership between the home, community, and school enables every student to pursue their interests or strengths.
- Our commitment is to find the preferred pathway for every student.
- By building our students' self-confidence they will gain a competitive edge to engage in new opportunities.

DISTRICT CONTACTS

Superintendent - *Dr. Darryl Flusche*
Assistant Superintendent of Business and Operations - *Heather Wilson*
Assistant Superintendent of Curriculum and Instruction - *Cameron Rosser*
Assistant Superintendent of Support Services - *Robyn Cranmer*
Director of District Communications – *Lisa Johnson*
Director of Human Resources - *Paul Kimbrough*
Director of Special Services - *Bridget Johnson*
Director of Policy and Compliance - *Caleb McClure*
Director of Elementary Education - *Yolanda Delaney*
Director of Middle School Leadership – *Tricia Cook*
Director of Secondary Education - *Marc Hamil*
Director of Innovation and Instruction - *Chris Norton*
Director of Literacy and Instruction – *Lisa Hill*
Director of Student Services - *Montess Callahan*
Chief Technology Officer – *Danny Parrott*
Director of Athletics – *Toby Tucker*
Director of Transportation – *Caleb Hidalgo*
Director of Finance and Accounting – *Leah Beth Moore*
Director of Food Services – *Brandon Williams*
Director of Facilities Management – *Danny Paulson*
Director of Environmental Services – *Michael Batenhorst*

CANYON INDEPENDENT SCHOOL DISTRICT

CAMPUS INFORMATION

CANYON HIGH SCHOOL

1701 23rd St., Canyon, Texas 79015

(806) 677-2740

Principal: Jennifer Boren

Associate Principal: Jessica Ray

Assistant Principal: Brad Hoeksema **Assistant Principal:** Todd Reynolds

RANDALL HIGH SCHOOL

9201 Bell St., Amarillo, Texas 79118

(806) 677-2333

Principal: Steven Singleton

Associate Principal: Travis Willard

Assistant Principal: Joy Webb **Assistant Principal:** Rachel Harris

WEST PLAINS HIGH SCHOOL

10576 Arden Road, Amarillo, Texas 79109

(806) 510-2100

Principal: Eric Gomez

Associate Principal: Randi Willard

Assistant Principal: Jeff Schenk **Assistant Principal:** Brittnee Hooks

MIDWAY ALTERNATIVE HIGH SCHOOL

13501 S. Bell, Amarillo, Texas 79118

(806) 677-2455

Principal: Shawn Neeley

CANYON JUNIOR HIGH SCHOOL

910 9th Ave., Canyon, Texas 79015

(806) 677-2700

Principal: Kirk Kear

Assistant Principal: Tiffany Lee **Assistant Principal:** Mika Ostler

RANDALL JUNIOR HIGH

5540 Attebury Rd, Amarillo, Texas 79118

(806) 510-2060

Principal: Derek West

Assistant Principal: Jessica Wilcox **Assistant Principal:** Rachel Huseman

WEST PLAINS JUNIOR HIGH SCHOOL

7200 West Parkway, Amarillo, Texas 79119

(806) 677-2420

Principal: Dr. Kimberly Myers

Assistant Principal: Jennifer Castillo **Assistant Principal:** Amber Parker

CANYON INTERMEDIATE

608 8th St., Canyon, Texas 79015

(806) 677- 2800

Principal: Kate Baca **Assistant Principal:** Joi Lunsford

CANYON INDEPENDENT SCHOOL DISTRICT

GREENWAYS INTERMEDIATE

8100 Pineridge Avenue, Amarillo, Texas 79119

(80) 677-2460

Principal: Toby King

Assistant Principal: Scott Nelson

PINNACLE INTERMEDIATE

4545 Meadow Ridge Drive, Amarillo Texas 79118

(806) 677-2570

Principal: Tausha Robinson

Assistant Principal: Tina Renteria

ARDEN ROAD ELEMENTARY SCHOOL

6801 Learning Tree, Amarillo, Texas 79109

(806) 677-2360

Principal: Donna Agee

Assistant Principal: Angie Baldwin

CITY VIEW ELEMENTARY

3400 Knoll Drive, Amarillo, Texas 79118

(806) 677-2500

Principal: Andrew Burgoon

Assistant Principal: Jennifer Nall

CRESTVIEW ELEMENTARY SCHOOL

#80 Hunsley Rd., Canyon, Texas 79015

(806) 677-2780

Principal: Amy Meek

Assistant Principal: Sarah Ratliff

GENE HOWE ELEMENTARY SCHOOL

5108 Pico, Amarillo, Texas 79110

(806) 677-2380

Principal: Kandi Kempf

Assistant Principal: Elizabeth Melcher

HERITAGE HILLS ELEMENTARY

8200 Crestline Dr, Amarillo, TX 79119

(806) 510-2000

Principal: Tina Finke

Assistant Principal: Chris Young

HILLSIDE ELEMENTARY

9600 Perry Ave., Amarillo, Texas 79119

(806) 677-2520

Principal: Adam Kerns

Assistant Principal: Anna Ortega

CANYON INDEPENDENT SCHOOL DISTRICT

LAKEVIEW ELEMENTARY SCHOOL

6407 Lair Road, Amarillo, Texas 79118

(806) 677-2830

Principal: Krystal Hare

Assistant Principal: Hilleary Drake

REEVES/HINGER ELEMENTARY SCHOOL

1005 21st Street, Canyon, Texas 79015

(806) 677-2870

Principal: Nicole Johnston

Assistant Principal: Paige Fisk

SPRING CANYON ELEMENTARY

Buckston Dr, Canyon, TX 79015

(806) 510-2030

Principal: Noe Renteria

Assistant Principal: Jennifer Flatt

SUNDOWN LANE ELEMENTARY SCHOOL

4715 Sundown Lane, Amarillo, Texas 79118

(806) 677-2400

Principal: Kayla Benton

Assistant Principal: Stacianne Snow

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PREFACE: PARENTS and STUDENTS

Welcome to the 2023-2024 school year.

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

The Canyon ISD Student Handbook is a general reference guide that is divided into three sections:

Section I: PARENTAL RIGHTS describes certain parental rights as specified in state or federal law.

Section II: OTHER IMPORTANT INFORMATION FOR PARENTS and STUDENTS is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Section III: CANYON ISD ACCEPTABLE USE POLICY addresses electronic communication system access.

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 Canyon ISD Student Code of Conduct. To review the Student Code of Conduct, visit the district’s website at www.canyonisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested by contacting your child’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 at the District Support Center, and an unofficial electronic copy is available at www.canyonisd.net.

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.

CANYON INDEPENDENT SCHOOL DISTRICT

- 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 your child's campus.

During the online registration process you were asked to complete the *Acknowledgment of Online Availability of the Student Handbook and Student Code of Conduct*, *Notice regarding Student Directory Information*, *Parent's Response Regarding Release of Student Information*, *Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education*, and *Consent/Opt-Out Forms* so that we have a record of your choices.

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

Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact the Administrative Assistant to the Assistant Superintendent of Student Services at 806 677-2616.

SECTION I – 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 Before Human Sexuality Instruction

Annual Notification

In response to Texas Education Code 28.004, a school district has the option to include human sexuality instruction as part of its curriculum. State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

For the 2023-2024 school year, human sexuality instruction will only be offered through Health Education classes addressing the required TEKS (Texas Education Knowledge and Skills).

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

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

Annual Notification

The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For the 2023-2024 school year, instruction in the prevention of child abuse, family violence, dating violence, and sex trafficking will only be offered through Health Education classes addressing the required TEKS.

Before a student receives instruction in the Health Education TEKS related to 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.

Consent to Provide Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. A campus administrator

or counselor will notify the student's parent within a reasonable amount of time after learning that a student has displayed early warning signs and provide information about available counseling options.

Any school employee who identifies a student as expressing the desire to harm self or others is to immediately contact a school counselor and campus administrator. Counselors will use *the Suicide Intervention Protocol and Report* to determine the appropriate steps, including contact with the student's parents. Counselors will make a referral to the Student and Family Advocates regarding the student. The Student and Family Advocates will follow-up with the student and the student's parents.

The district has also established procedures for staff to notify the Student and Family Advocate program regarding a student who may need intervention.

Contact a campus counselor or administrator to be connected to the Student and Family Advocate Program. The Student and Family Advocates can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, 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 Student is Under Age 14

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

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

- Is to be used for school safety;
- relates to classroom instruction or a co-curricular or extracurricular activity;
- relates to media coverage of the school; or

- relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

Limiting Electronic Communications between Students and District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with current students within the scope of the individual's professional responsibilities, as described by district guidelines. Teachers will not use one-to-one or individual communication through social/electronic media or text messaging without copying the parent and/or the principal.

Upon request from the administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of social/electronic media the employee uses to communicate with any one or more currently-enrolled students.

Upon written request from a parent, student, or administration, the employee shall discontinue communicating with the student through e-mail, text messaging, and all other means of social/electronic media. See policy DH local.

Objecting to the Release of Directory Information

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

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

Directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of a student's directory information.

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.

Directory information has been classified into two separate categories.

- Items used only for school sponsored district publications and announcements; and
- Non-school related purposes

For ***school sponsored district publications and announcements***, directory information shall include student name, address, telephone listing, photograph, date of birth, major field of study, degrees, honors, awards, date of attendance, grade level, most recent school attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. This

information will not be released to the public without the consent of the parent or eligible student. If you do not object to the use of your child's information for limited, school-related purposes, the school will not ask your permission each time the district uses this information for district publications and announcements. If you do object to the use of your child's information for limited, school-related purposes, your child's information will not be included in such things as honor roll in the newspapers, athletic event programs, class photos, yearbook (elementary and secondary), campus student directory (produced by a campus journalism class), and other publications and announcements produced by the school.

For ***non-school related purposes***, directory information shall include student name, address, telephone listing, date of birth, degrees, honors, awards, date of attendance, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. This directory information will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child's first day of the school year or be indicated in the permission to release directory information section of the online enrollment process.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education

The Every Student Succeeds Act requires the district to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. Parents of secondary students will declare their preference regarding the release of this information as part of the online registration process.

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.

Parents of secondary students will declare their preference regarding the release of this information as part of the online registration process.

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.
- 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, analysis, or evaluation. 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 non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical exam or screening permitted or required under state law. See policies EF and FFAA 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*, including a *PPRA Complaint Form*.

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes 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 United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing.

Upon making the formal request, the student should make arrangements with the principal and teacher regarding the best way to honor the student's request without disrupting the Pledge.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. Each teacher or other school employee in charge of the students during that period shall ensure that each student remains silent and does not act in a manner that is likely to interfere with or distract another student. See **Pledges of Allegiance and a Minute of Silence** on page 94 and policy EC legal for more information.

Religious or Moral Beliefs

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

The removal cannot be for the purpose of avoiding 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. Also, see policies EC and EHBC. See **Required State Assessments** on page 96 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

You may review your child's student records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term "intervention strategy" is defined by law.
- State assessment instruments that have been administered to your child
- Teaching materials and tests used in your 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 one who is 18 or older or who is attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 20, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.

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

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

Inspection and release of student records is 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.
- 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 district school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

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

- A parent or student assisting a school official in the performance of this 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, TEA, 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, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information. To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 20.

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

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

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

Records may be 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.

Contact information for campus or district administrators is on pages 4-6 of this handbook.

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 principal. 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 classroom 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 95, **Complaints and Concerns** on page 51, and Finality of Grades at policy FNG legal.

The district's student records policy is found at policy FL legal and local and is available on the CISD website at www.canyonisd.net.

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

Teacher and Staff Professional Qualifications

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

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

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to your 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)
- 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.
- Returning from a deployment of at least four months.

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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>)

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Written requests must be submitted by the 14th day after the students' enrollment. See policy FDB legal for more information.

Safety Transfers/Assignments

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

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

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

See **Bullying** on page 43, 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.

Students in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student

who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

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

The district will award partial course credit when the student only passes one-half of a two-half course.

For provisions on partial course credit for students who are not in the conservatorship of the state, see EI local.

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

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

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

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

If you have questions, please contact *The Coordinator of Student Services*.

See **Credit by Exam** on page 56 and **Course Credit** on page 55.

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)

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- 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
- Graduation requirements

Federal law also 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 school 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 *Coordinator of Student Services*.

See **Credit-by-Exam** on page 56 and **Course Credit** on page 55.

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent a prior written notice of whether it agrees to

or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district or charter school 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 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 or charter school to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. 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 a district or charter school 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 or charter school 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 the **DIRECTOR of SPECIAL SERVICES** at 806 677-2600.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the **DIRECTOR of SPECIAL SERVICES at 806 677-2600**.

Section 504 Referrals

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

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

- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the **DIRECTOR of SPECIAL SERVICES** at 806 677-2600.

See **Students with Physical or Mental Impairments Protected under Section 504** on page 33.

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
(<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- [Partners Resource Network](http://prmtexas.org/) (<http://prmtexas.org/>)
- [SPEDTEX: Special Education Information Center](http://www.spedtex.org/) (<http://www.spedtex.org/>)
- [Texas Project First](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- *Parent's Guide to the Admission, Review, and Dismissal Process*
- <https://www.canyonisd.net/departments/special-services/special-education/admission-review-dismissal-process/>
- *Notice of Procedural Safeguards*
<https://www.canyonisd.net/departments/special-services/special-education/notice-procedural-safeguards/>

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student 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 student 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 the other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for any other children in the home. See policy FDB local for more information.

Students Who Speak a Primary Language Other than English

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

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

See **Emergent Bilingual Students** on page 69 and **Special Programs** on page 106.

Students 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 if 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 30 and policy FB for more information.

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I, is the

SECTION II: 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 when you or your child has a question about a specific school-related issue.

Parents and children should take a moment together to become familiar with the issues addressed in this section.

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 and 18

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

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

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

Age 19 and Older

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

Compulsory Attendance - Exemptions

All Grade Levels

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

- Religious holy days

- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a U.S. 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
 - (1) An activity required under a court-ordered service plan; or
 - (2) 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 28.

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 104.

Secondary Grade Levels

College Days

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 40.

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

- The student has a letter or written documentation from the university or college that the visit was necessary and indicating the date attended upon returning to school.
- The student must clear the absence through the campus counseling center and the administrative office prior to the day(s) he or she needs to be absent.
- The student makes up any work missed.
- College visits will not be permitted after the third week of the last six-weeks. Unusual circumstances will be reviewed by the campus principal on a case by case basis.
- Only two days per year are permitted. No additional days for travel are allowed.

Enlistment in the Military

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

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

Other

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

- An early voting clerk, provided the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.
- 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 state 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, an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6 and 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 the **Coordinator of Discipline Management and Safety**. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. 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 ages 12 through 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 will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than 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 in kindergarten through grade 12 must be in attendance at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the 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 less than 75 percent of the days a class is offered or has not completed 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 ____ 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 10:00 a.m. for all full-day and half-day morning students.

In the event a student only has half-day afternoon classes, attendance is taken at 2:00 p.m.

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

Documentation after an Absence

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, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

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)

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

For all student illness, CISD requires the following:

- For students in grades **Pre-K through 6**, a parent call or note is required for the first 12 absences. All absences after 12 will require a medical note, otherwise, the absence will be considered unexcused.
- For students in grades **7 through 12**, a parent call or note is required for the first 5 absences per semester. All absences in a semester after 5 will require a medical note, otherwise, the absence will be considered unexcused.

Parent Request for Pre-approved Absence

Please note: Any parent-request absence will count against your child for the attendance required to receive class credit and perfect attendance even if the absence is pre-approved.

When parents know in advance of a need for their student to miss school, they may request a pre-approved absence because of circumstances not considered extenuating.

In order to request pre-approved status for such absences, the following procedure must be followed:

1. Secure a copy of "Parent Request for Pre-Approved Absence" form from the principal's office or from the CISD website.

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2. Complete all sections of the form.
3. Submit the form to the principal's office at least **THREE** school days prior to the absence.

If this procedure is not followed, the absence will be coded "unexcused." The principal will make a determination as to whether the request for a pre-approved absence is granted.

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

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

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website.

(<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-licence-teen>)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Canyon ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the 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.
- Information compiled by TEA for the submission of a federal report card that is required federal law.

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

TEA maintains additional accountability and accreditation information at **TEA Performance Reporting Division** (<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. Please contact the counselor for information about this opportunity.

ADMISSIONS

Proof of Residency

The registration forms for admission are official government records and it is a crime to provide false information or records of any kind. School officials can ask parents or guardians to provide evidence that they are residents of the school district. If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not a district resident or does not meet any of the other criteria for admission as outlined in state law and board policy, the student will be withdrawn. School officials will take the necessary legal steps to recover the maximum tuition fee that the school district can charge or the amount the board of trustee's budgets as an expense per student.

AWARDS AND HONORS

Honor Roll

"A" Honor rolls are for students making A's in all classes. "B" Honor Rolls are for students making A's or B's in all classes. Honor rolls are NOT calculated by averaging all course grades together. Each course counts individually. Grades identified as "honors" courses and Advanced Placement courses are weighted for honor roll purposes.

Superintendent Scholars

Canyon ISD's Superintendent Scholars program recognizes outstanding academic achievement for students attending Canyon ISD high schools. Contact a high school counselor or visit the CISD website for more information.

Also see **Counseling** on page 54.

Class Rank/Honor Graduates/Top Ten Percent

Class rank is based on the cumulative numerical grade average earned in certain courses (see GPA Computation below) taken for high school credit. Courses bearing more than one credit are counted only once in determining the cumulative average.

The ten students with the highest averages will be designated as honor graduates. Honor graduates are designated following the completion of the fifth six-week period of the senior year. Grades for the fourth and fifth six-weeks are averaged and treated as a semester in this computation. For further information, see policies at EIC (Local).

Valedictorian/Salutatorian

The student making the highest scholastic average for credits computed for class ranking shall be declared valedictorian of the senior class. To be eligible for this award, the student must have spent his

or her last two years continuously enrolled in the same CISD high school. See policy EIC (Local). The honor of salutatorian shall be awarded to the student making the second highest academic average under the same requirements indicated for valedictorian. Students, including early graduates, are ranked with the class in which they graduate. Additional requirements are listed in EIC (Local).

GPA Computation

The calculation of class rank shall exclude grades earned in or by:

- any course for which the student earned credit in summer school
- physical education/athletics
- credit by examination, with or without prior instruction
- cheerleading/drill team
- band (including stage band) and music theory
- choir (including show choir) and music theory
- student leadership
- theater production
- driver education
- credit earned off campus for classes, such as Access or TexPrep courses
- credit recovery or acceleration courses
- courses for which credit was earned in a non-accredited school, including home school
- self-paced computer-based courses (such as NovaNET or Grad Point)
- a local credit course
- In addition, the calculation of class rank shall exclude grades earned through distance learning and dual credit courses taken anywhere other than the District high school

Courses bearing more than one credit are counted only once in GPA designation.

Honors (previously identified as Pre-AP) and AP Classes

CISD uses a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected on the report card, official transcript or Academic Achievement Record. See policy EIC (Local) for more information.

Five points will be added to the grade average for courses designated as “honors” (previously identified as Pre-AP) and ten points will be added to the grade average for courses designated as advanced placement for the purpose of determining the cumulative average. Please see the school counselor for further information.

Weights for Dual Credit beginning with 9th grade in 2021-2022

Beginning with the 9th grade class in 2021-2022, five points will also be added to the grade average for any Dual Credit Course. The five points for a Dual Credit course is in addition to the ten points added to the grade average of an Advanced Placement course and five points added to the grade average of an “honors” course.

BULLYING

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

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

- Has the effect or will have the effect of physically harming a student or 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 the student.
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school.
- Infringes on the rights of the victim at school.

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

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

Bullying is prohibited by the district and could include:

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

- Ostracism.

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

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

Students in secondary grades will participate in

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

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

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

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

A student may anonymously report an alleged incident of bullying by contacting **StayALERT**. To make an anonymous call or text: 1-206-406-6485, to email: www.stayalert.info, to report online: www.stayalert.info.

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

If an investigation determines that bullying has 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 by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. See **Safety Transfers/Assignments** on page 29.

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

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

See **Safety Transfers/Assignments** on page 29, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58, **Hazing** on page 78, policy FFI, the district's **Student Code of Conduct**, and the district improvement plan, a copy of which can be viewed in the campus office.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Canyon ISD offers career and technical education programs in the following areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business Management and Administration
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Manufacturing
- Science, Technology, Engineering and Mathematics

- Marketing
- Transportation and Logistics

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

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

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

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

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

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

CELEBRATIONS AND CLASSROOM FUNCTIONS

State law allows a parent or grandparent to provide a food product of his or her choice to classmates of the person's child or grandchild on the occasion of the student's birthday or to children at a school-designated function. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share. See policy CO legal.

Occasionally, the school or a class may host certain 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 for bringing food products. School staff shall encourage parents/guardians or other volunteers to consider nutritional quality when selecting snacks which they may donate for these occasions. Additionally, school staff may suggest pre-packaged foods instead of homemade food items due to allergies.

See **Food Allergies** on page 85.

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.canyonisd.net. 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 58 and **Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 18.

Warning Signs of Sex 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 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
- Older romantic partners

Additional warning signs of labor trafficking in children include:

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- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning 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 18.

Reporting and Responding to Sexual Abuse, Sex 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, trafficking, 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, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (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 (1-800-252-5400) or on the web at [Texas Abuse Hotline Website \(www.txabusehotline.org\)](http://www.txabusehotline.org).

Further Resources on Sexual Abuse, Sex 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>)

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- [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

See policy EIC (Local) at www.canyonisd.net for information on Class Rank and Local Graduation Honors.

CLASS SCHEDULES

All CISD students are expected to attend school for the entire school day and maintain a full class schedule.

Senior level students must apply for and receive a “senior permit” in order to register for less than a full school day.

See **Schedule Changes** on page 100 for information related to student requests to revise their course schedule.

COLLEGE AND UNIVERSITY ADMISSIONS and FINANCIAL AID

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

- Completes the distinguished level of achievement under the foundation graduation program. See **Foundation Graduation Program** on page 74; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 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 students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2025 term, the University will admit the top six percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission,
- Curriculum requirements for financial aid, and the
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program.
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

Parents and students will be asked to sign an 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/Honor Graduates/Top Ten Percent** on page 49 for information specifically related to how the district calculates a student's rank in class, and **Requirements for Diploma** on page 73 for information associated with the foundation high school graduation program.

COLLEGE CREDIT COURSES

In addition to the programs offered by the district, students in grades 9-12 may earn college credit from Amarillo College and West Texas A&M University.

See the **CISD Course Catalog and Pre-registration Guide** at www.canyonisd.net or visit with your counselor for further information.

Depending on the student's grade level and the course, a state mandated end-of-course assessment may be required for graduation.

A student may be eligible for subsidies based on financial need for AP exam fees. See **Fees** on page 69 for more information.

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.

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.

COMMUNICATIONS

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 enrollment in the district. This information will be gathered through the online registration process.

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.

Parents may update contact information by contacting their child's campus.

Automated Emergency Communications

Canyon ISD utilizes School Messenger to send emails and text notifications in the event of an emergency. The School Messenger system will use contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages.

An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

Nonemergency Communication

Your child's school periodically sends information by School Messenger, 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.

Please notify the school's administration office immediately if your number changes.

If you do not wish to receive such communications, please contact your child's principal.

COMPLAINTS AND CONCERNS

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

If a discipline related concern is not resolved at the campus level, the parent may contact the Coordinator of Discipline Management and Safety at 677-2626. If still unresolved, the district provides for the complaint to be presented through a formal grievance process.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaint/Grievances policy, FNG (Local). This policy can be viewed in the district's policy manual, available online at www.canyonisd.net.

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Contact the Administrative Assistant to the Assistant Superintendent of Support Services for more information or see policy FNG local on the district's website. Forms can be sent to you by fax, email or through the U.S. mail.

CONDUCT

Applicability of School Rules

The Board of Trustees has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of the 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 Discipline Management

The principal and assistant principals of each Canyon ISD campus will serve as the points of contact for questions related to discipline management techniques. Contact information for the assistant principal primarily responsible for discipline is available on the district's website at www.canyonisd.net and is listed below:

Canyon High School	Brad Hoeksema (A-L)	806 677-2740	brad.hoeksema@canyonisd.net
Canyon High School	Todd Reynolds (M-Z)	806 677-2740	todd.reynolds@canyonisd.net
Randall High School	Joy Webb (A-F)	806 677-2333	joy.webb@canyonisd.net
Randall High School	Rachel Harris (N-Z)	806 677-2333	rachel.harris@canyonsid.net
West Plains High	Jeff Schenck	806 510-2100	jeff.schenck@canyonisd.net
West Plains High	Brittnee Hooks	806 510-2100	brittnee.hooks@canyonisd.net
Midway Alternative	Shawn Neeley	806 677-2455	shawn.neeley@canyonisd.net
Canyon Junior High	Mika Ostler	806 677-2700	mika.ostler@canyonisd.net
Canyon Junior High	Tiffany Lee	806 677-2700	tiffany.lee@canyonisd.net
Randall Junior High	Jessica Wilcox	806 510-2060	jessica.wilcox@canyonisd.net
Randall Junior High	Rachel Huseman	806 510-2060	rachel.huseman@canyonisd.net
West Plains JH	Jennifer Castillo	806 677-2420	jennifer.castillo@canyonisd.net
West Plains JH	Amber Parker	806 677-2420	amber.parker@canyonisd.net
Canyon Int.	Joi Lunsford	806 677-2803	joi.lunsford@canyonisd.net
Greenways Int.	Scott Nelson	806 677-2460	scott.nelson@canyonisd.net
Pinnacle Int.	Tina Renteria	806 677-2570	tina.renteria@canyonisd.net
Arden Road Elem.	Angie Baldwin	806 677-2360	angie.baldwin@canyonisd.net
City View Elem.	Jennifer Nall	806 677-2500	jennifer.nall@canyonisd.net
Crestview Elem.	Sarah Ratliff	806 677-2780	sarah.ratliff@canyonisd.net

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Gene Howe Elem.	Elizabeth Melcher	806 677-2570	elizabeth.melcher@canyonisd.net
Heritage Hills Elem.	Chris Young	806 510-2000	chris.young@canyonisd.net
Hillside Elem.	Anna Ortega	806 677-2520	anna.ortega@canyonisd.net
Lakeview Elem.	Hilleary Drake	806 677-2830	hilleary.drake@canyonisd.net
Reeves-Hinger Elem.	Paige Fisk	806 677-2870	paige.fisk@canyonisd.net
Spring Canyon Elem.	Jennifer Flatt	806 510-2030	jennifer.flatt@canyonisd.net
Sundown Lane Elem.	Stacianne Snow	806 677-2400	stacianne.snow@canyonisd.net

Conduct Before and After School

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

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 office during a passing period or lunch.

Disruption of School Operations

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

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

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

- Making loud noises.
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity.
- Entering a classroom without authorization and disrupting the activity with 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 the person inviting the guest will share responsibility for the conduct of his or her guest.

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

A parent interested in serving 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 related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

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

Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and career and

technical education (CTE) opportunities, as well as information on the importance of postsecondary education.

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

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

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 seek out the counselor in the campus administration 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.

See **Mental Health Support** on page 82, and **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence** on page 46.

COURSE CREDIT

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, one-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 EXAM

If the 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 non-accredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

A student may not use this exam; however, to regain eligibility to participate in extracurricular activities. In all instances, the district will determine whether any opportunity for credit by exam will be offered.

See the school counselor and policy EHDB (Local) for more information.

If a Student Has Not Taken the Course/Subject

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

The approved examinations offered by the district include:

- Texas Tech University Credit by Exam
- The University of Texas Credit by Exam
- College Board Advanced Placement Exams
- College-Level Examination Program Exams (CLEP)

Credit by Exam Testing Dates for 2023-2024

Deadline to Apply

November 3

January 19

April 5

May 10

Testing Window

December 19 – December 22

March 5 – March 8

June 4 – June 7

July 9 – July 12

The only exceptions to the published dates will be for examinations administered by another entity or to accommodate a student who is homeless 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.

During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student or parent must register with the school counselor no later than deadlines to apply listed above. See policy EHDC for more information.

Kindergarten Acceleration

The following procedures will be used for requests for a child who is age 5 on or before September 1 to accelerate into 1st grade.

1. The District will verify the child is eligible for kindergarten.
2. The child will be enrolled in kindergarten. The child will be observed by a Canyon ISD kindergarten teacher for a 3-week period. (The observation period may be extended if the teacher or principal need additional time to properly assess the child.)
3. A written statement from the parent, requesting acceleration for his/her child into 1st grade, is required.
4. A locally determined achievement test will be administered by the District as part of the process to determine if acceleration is appropriate.
5. After all the data has been gathered, the campus Student Intervention Team (SIT), will review the data and make a determination of the appropriateness of acceleration into 1st grade.

Students in Grades 1-5

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

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

Students in Grade 6-12

A student in grade 6 or above will earn course credit with:

- A passing score of at least 80 on an examination approved by the board.
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP).
- 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 examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

Students learn best, and their welfare is best served, in an 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 to stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basic prohibited by law. A copy of the district's policy is available at www.canyonisd.net. 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 60.

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

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

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

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

The counselor's office has additional information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<http://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-vop;emce-en.pdf>)

- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/geendatingviolence/fastfact.html>).

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

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation.
- Threatening, intimidating, or humiliating conduct.
- Offensive jokes, name-calling, slurs, or rumors.
- Physical aggression or assault.
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

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

- Touching private body parts or coercing physical contact that is sexual in nature.
- Sexual advances.
- Jokes or conversations of a sexual nature.
- 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 or harassment, or dating violence, is prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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, 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 policy FFH. If not, the district will refer to policy FFI to determine whether allegations, if proven, constitute bullying, as defined by law and policy. 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 43.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the 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 to 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 the investigation at the conclusion of the agency's investigation.

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

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

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

A student or parent who is dissatisfied with an outcome of the investigation may appeal in accordance with policy FNG local.

DISCRIMINATION

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58.

DISALLOWED ITEMS

Students are not permitted to possess electronic games, ear buds, stereo head sets, or other electronic equipment for other than approved use and unless prior permission has been obtained from the principal, teacher, or other person providing supervision. 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, contact parents to pick up the items, or another alternative. Items identified as prohibited according to the Student Code of Conduct may be held until the conclusion of the school year. See **Student Code of Conduct** at www.canyonisd.net.

Students are not permitted to use the following items while on school property, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Disallowed items include, but are not limited to: dice, playing cards, trading cards (sport and celebrity), chains, lighters, laser pointers, materials containing gang graffiti-type writings, and shoes with wheels such as Heeleys and Roller-Runners. Items will be confiscated and students will be disciplined according to Student Code of Conduct. The administration reserves the right to disallow other items which might present a distraction to the learning process and/or have a negative impact on the environment on campus.

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

DISTANCE LEARNING

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the 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 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 69. 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.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

Notices dealing with school-sponsored events may be posted in the halls as long as they are not placed on any painted surface. ALL notices and posters must be approved by the administration before being posted or distributed. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials from Students

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

The principal has a designated location for approved non-school 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 non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed. See FNG(Local) for student complaint procedures.

Non-school Materials from Others

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Coordinator of District Communications for prior review. The Coordinator of District Communications 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 a designated location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS CODE

The district's dress code is established to:

1. create and maintain a respectful and positive learning environment;
2. prevent the disruption, interference with, or detraction from the educational environment and school activities;
3. minimize health and safety hazards;
4. teach students grooming and hygiene.

Students are expected to come to school neatly groomed and appropriately dressed. Students and parents share responsibility for complying with the District's dress code.

Enforcement

Teachers and administrators have the authority to enforce the dress code. All final decisions on the appropriateness of school dress will rest with campus administrators.

Violations

If a student fails to comply with the dress code, the principal will request that the student make the appropriate corrections. This may include changing into clothing provided by the school. If the student refuses to make the appropriate corrections, the student's parent/guardian will be contacted for assistance in making the necessary corrections. If both the student and parent/guardian refuse, the student will be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated violations of the dress code will result in more serious disciplinary action. In all cases, appropriate disciplinary action will be administered in compliance with the Student Code of Conduct.

Requirements

1. Hair

- Shall be neat, clean and well groomed;
- Must not obstruct the student's vision or a view of the student's face;
- If a hairstyle, or design causes a significant disruption to the school and learning environment, the student will be directed to change the hairstyle or remove the coloring or design;
- Mustaches and beards will be kept neatly trimmed, clean and will not be excessive in nature.

2. Apparel

- Wearing either identified gang apparel or wearing clothing in a gang-style as identified by law enforcement agencies is prohibited.
- Clothing (including masks) may not advertise, condone, depict or promote the use of alcohol, tobacco, drugs, suicide, death, racism, bigotry, violence, gang topics, the occult, vulgar or obscene language and/or topics that are gang-related or sexual in nature.
- Sheer clothing is prohibited unless non-revealing clothing that meets dress code is worn underneath.
- **Shirts and blouses** must be buttoned appropriately and include the following:
 - The midriff must be covered at all times, including when arms are raised over the student's head and when the student is seated.
 - The entire shoulder and back must be covered. Spaghetti straps, tank tops, T-back tops, and halter tops are prohibited unless layered over an appropriate shirt or blouse.
 - Undergarments should not be visible anywhere, including the armholes.
 - Necklines must not be low or revealing. The back of shirts and dress tops will be no lower than the top of the armpits.
- **Pants** must fit appropriately over the hips. Sagging or bagging with pants or shorts shall not be permitted. Rolled waist bands are not permitted if rolling causes the midriff to be uncovered.

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- Excessively tight or revealing clothing is not permitted. Leggings and jean leggings are permitted, and must be of a non-revealing fabric or style.
- **Dresses, skirts, and shorts** must allow students to be able to stand, sit, and/or bend with modesty.
 - In grades 3-12, these items, when worn as the outer garment, shall extend at least to the middle knuckle of the middle finger when the arms are held straight at the side and the student is standing straight (without shrugging, bending, or stretching in an attempt to make the length work.) No undergarments, buttocks or other body parts may show when bending.
 - The top of any slits and/or holes in outer garments shall comply with this same dress code length.
 - In grades PreK-3, shorts should be worn underneath dresses.
 - Shorts must be of a non-revealing fabric or style. Spandex biker shorts, or boxer shorts, are not allowed.
- Hats, caps, sweatbands, bandanas, visors, headbands with ears, or other head coverings may not be worn in the school building except on approved occasions.
- Long overcoats or trench coats are prohibited.

3. **Footwear**

- For reasons of health and safety, shoes must be worn at all times.
- Shoes with wheels and large, bulky or animal-shaped type house shoes are prohibited.
- Properly fitted tennis shoes (with an enclosed back) are required for physical education classes.

5. **Jewelry, Accessories and Make-up**

- Body piercings or body piercing jewelry that causes a significant disruption to the learning environment is prohibited.
- Tattoos that are lewd, vulgar, violent, gang related, or depict profanity or prohibited items (i.e. alcohol, drugs, or tobacco products) must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Chains, including wallet chains, are not allowed.
- Spiked jewelry or jewelry that is noisy, causes a distraction, or that could be dangerous to the student or other individuals is prohibited (i.e. necklaces made out of safety pins and chain links).
- Contacts that are an unnatural eye color (i.e. purple), “wild eye” contacts, or contacts that alter the normal shape and look of the pupil are prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.
- Students are not permitted to excessively write on skin and/or clothing items.
- Ultra-wild makeup is prohibited.

Extracurricular Activities:

Extracurricular programs may have additional requirements or guidelines for students participating in those programs.

Additional Information:

Medical conditions, supported by documentation from a physician, or certain recognized religious beliefs may qualify for an exception to certain provisions of the dress code. However, any exceptions must receive prior approval by the campus administrator.

Grooming and dress for special activities and extra-curricular activities are under the direction of the principal (i.e. Prom, Homecoming, DEAR day, Graduation, field trips, "hat" day, etc.)

This dress code provides requirements regarding common situations but cannot cover every style of dress and specific situations that may arise. The District reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause substantial disruption of, distraction from, or interference with general school operations.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

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

Canyon ISD permits students to possess personal telecommunications devices with certain restrictions while on school property or while participating in or attending school-sponsored or school related activities on or off school property.

A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The term "telecommunications devices" includes, but is not limited to, cellular telephones, smart phones, smart watches, or any other technological device capable of sending and receiving messages.

The term "cell phone" will be used for the remainder of this topic to represent all telecommunications devices since a cell phone is the more commonly used device.

While students may possess cell phones, their use shall be limited to the following:

Grades K-8: Students shall keep cell phones turned off (not in silent or vibrate mode) and not visible during the entire school day (from the time students enter the building at the beginning of the day through the time they are exiting the building at the end of the day). The use of a smartphone, smart watch, or other electronic device as a part of BYOT for instructional purposes is considered an exception to the cell phone rule. To use personal telecommunications or other personal electronic devices for instructional purposes while on campus, students must sign a user agreement that contains applicable rules for use (separate from this handbook).

Grades 9-12: Students shall keep cell phones turned off (not in silent or vibrate mode) and not visible during the entire school day with the exception of the passing periods between classes and at lunch. The

use of a smartphone, smart watch, or other electronic device as a part of BYOT for instructional purposes is considered an exception to the cell phone rule. To use personal telecommunications or other personal electronic devices for instructional purposes while on campus, students must sign a user agreement that contains applicable rules for use (separate from this handbook).

When participating in afterschool classroom-type activities, such as tutorials, fine arts rehearsals, athletic practices/competitions, club meetings, detentions, etc., students must abide by the rules established by the teacher, sponsor, or coach.

Violation of Cell Phone Policy

District employees shall confiscate cell phones (including smart watches) from students who violate this policy and students may be subject to additional disciplinary measures. Confiscated cell phones shall be sent to the campus office and may be reclaimed by following these procedures:

Grades K-8: The parent or guardian shall be allowed to reclaim a confiscated cell phone in the school office. The parent or guardian may be charged an administrative fee of \$15 if the student violates this policy more than one time. Confiscated cell phone devices shall not be released to students.

Grades 9-12: The parent or guardian shall be allowed to reclaim a confiscated cell phone or other telecommunications device in the school office by paying an administrative fee of \$15. Confiscated cell phones shall not be released to students unless the student is 18 years old or is an emancipated minor.

If a cell phone is not reclaimed by the parent or guardian by the last day of school, notification will be sent to the parent and to the company whose name and address or telephone number appear on the cell phone, indicating that the device shall be disposed of in 30 days as allowed by state law if not reclaimed.

The District shall not be responsible for any damage, theft, or loss of a cellular phone or other telecommunications devices that students bring to school.

The use of smart phones, smart watches, 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.

Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. See **Searches** on page 104 and policy FNF.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. **To use personal telecommunications or**

other personal electronic devices for instructional purposes while on campus, students must sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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 acknowledged agreement with the *Acceptable Use Policy for CISD's Electronic Communication System* in the online registration process. Violations of the *Acceptable Use Policy* may result in withdrawal of privileges and other disciplinary actions. The *Acceptable Use Policy for CISD Electronic Communications* is located in Section III of this handbook.

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. See **Searches** on page 104 and policy FNF.

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 rise to the level of expulsion.

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 73 and **Standardized Testing** on page 106.

EMERGENT BILINGUAL STUDENTS

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 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 **Required State Assessments** on page 96, may be administered to an emergent bilingual student for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-related 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 108.

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

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

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

No Pass No Play

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 below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

Advanced Placement, Dual Credit, and other Honors classes include the following:

- All College Board advanced placement courses in all disciplines
- Dual Credit courses in ELA, Languages Other than English, Math, Science, and Social Studies
- All Honors courses (formerly Pre-AP) in ELA, Languages Other than English, Math, Science, and Social Studies
- All LOTE courses level IV-VII (Spanish IV-VII and ASL IV through VII)
- Pre-Calculus

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 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 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 provisions apply 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.
- Ineligible students may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- Students are to abide by the regulations set by the sponsor(s) of the organization whether the meeting is on or off the campus.
- Students at school-sponsored contests, whether they are participants or not, are to maintain a high level of decorum so the reputation of the school will not suffer.

Students or parents having questions concerning eligibility should secure a copy of TEA/UIL Side by Side located at

<https://www.uiltexas.org/policy/tea-uil-side-by-side>.

Extracurricular Absences

The district shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the board. Students shall be allowed in a school year a maximum of 15 extracurricular absences not related to post-district competition.

Participation and Guidelines after an Absence

Students who are absent all or part of a day must have the approval of both the principal and the coach or sponsor before being allowed to participate in an extracurricular activity on the day of the absence. Additional guidelines for participation exist in all areas of UIL activities. Consult with the activity sponsor or coach for these guidelines. Athletes should refer to the Student-Parent Athletic Handbook.

Standards for Behavior

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

Student Elections

There are specific standards and requirements for behavior and academic achievement that students must meet in order to be eligible to participate in student elections for activities such as student council, class officers, cheerleaders, etc. Elections typically occur in the spring; however, eligibility standards may include behavior and achievement throughout the current school year. Students interested in participating in these type activities should contact the campus sponsor and/or the principal at the beginning of the school year to obtain eligibility requirements.

FEES

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 organizations.
- Admission fees to extracurricular activities
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntary purchase of student health and accident insurance.

CANYON INDEPENDENT SCHOOL DISTRICT

- Musical instrument rental and uniform maintenance, when uniforms are provided by the district. (\$50 per year, \$25 per semester for rental fee of CISD owned instruments.)
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for lost textbooks or school-owned equipment.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school courses offered tuition-free during the regular school year.
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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 local.

FUND-RAISING

With approval from the superintendent, student clubs or classes and/or parent groups may be permitted to conduct a limited number of fund-raising drives for approved school purposes. Fund-raising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administrative approval and under the supervision of the project sponsor. Fund-raising projects may not start before receiving approval from the superintendent.

No outside organizations, commercial enterprises, or individuals may solicit contributions from students within the school. Charitable organizations shall be allowed to place collection boxes in the school buildings with principal approval, provided no pressure to contribute is exerted on the student at any time. See policy FJ local.

GANG-FREE ZONES

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 zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58.

GRADE –LEVEL CLASSIFICATION

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

<u>Credits Earned</u>	<u>Classification</u>
5	Grade 10 (Soph.)
10	Grade 11 (Jr.)
15	Grade 12 (Sr.)

GRADING GUIDELINES

Reporting IEP Goals and Objectives

The schedule for reporting progress toward mastery of IEP goals and objectives will be determined by the ARD committee.

Assessments

CISD teachers assess mastery of the required standards with a number of methods including Unit Assessments. Also, students in grades 3-8 will take the STAAR test; students taking high school core courses-in grades 8 -11 will take End-of-Course (EOC) exams in Algebra I, Biology, English I, English II, and United States History.

Also, see **Report Cards/Progress Reports and Conferences** on page 95.

GRADUATION

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

- United States History

A student who has not achieved 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 applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. See **Required State Assessments** on page 96.

Foundation Graduation Program

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

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

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

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

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

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn "performance acknowledgments" that will be acknowledged on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy, 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.

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).

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

Personal Graduation Plans

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

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

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

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

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

Please review [TEA's Graduation Toolkit](#).

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area can be found in the ***CISD Course Catalog and Pre-Registration Guide*** located at www.cayonisd.net. Students will enroll each spring in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor for available options.

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.

Upon the recommendation of the committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her 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 instrument required to earn an endorsement.

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

See policy FMH legal for more information.

Early Graduates

If a student plans to graduate in less than four years, the following steps should occur:

1. A written request should be completed by the end of the sophomore year by students wishing to graduate a year early.
2. A written request should be completed by the end of the junior year by students wishing to graduate a semester early.
3. A parent/student/principal/counselor conference should be held to discuss all aspects of the desired request and a formal plan proposal shall be developed.
4. If approved by the principal, the plan will be forwarded to the appropriate school counselor and filed in the student's cumulative record folder.

Students who complete graduation requirements early and withdraw from school under this policy will be allowed to participate in the end-of-school social activities (such as the Junior-Senior Prom) provided that they conform to the expected behavior standards.

Early graduates may participate in the baccalaureate and/or commencement programs, provided the following guidelines are met:

1. Students must notify the registrar (before the end of the first semester) of their intention to participate in these programs so that their names may be properly included on the graduation list.
2. Graduate orders for caps and gowns are placed during first semester. Early graduates must place an order at that time.
3. Early graduates are responsible for securing information relative to rehearsal schedules for the programs. The students must attend all rehearsals in order to participate in the programs.
4. Early graduate diplomas are dated as of the day on which they are awarded.

Graduation Ceremonies

Participation in graduation ceremony is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the ceremony will be removed from the ceremony.

Graduating students who were assigned to the district's Disciplinary Alternative Education Program (DAEP) through the end of the school year and successfully completed their term of assignment in the DAEP without further disciplinary action will be allowed to take part in graduation ceremonies. See policy EIC.

A student who graduates early may participate in graduation ceremonies. If a student withdraws from school before completing all graduation requirements, he/she will not be allowed to participate in graduation ceremonies without permission from the principal who will make the decision based on determination of hardship conditions.

Enrolled students who are within one and one-half credits of meeting graduation requirements, who plan to complete their course work requirements within three months of finishing their senior year, and/ or students who failed to pass the exit-level tests or end-of course assessments shall be allowed to participate in commencement activities and ceremonies. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final

awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

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 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 69.

Scholarships and Grants

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

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

HARASSMENT

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58.

HAZING

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

- Any type of physical brutality.
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances.
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code.
- 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 43, and policies FFI and FNCC for more information.

HEALTH-PHYSICAL AND MENTAL

Illness

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

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

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

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

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

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

Immunization

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

For exemptions based on reasons of conscience, only official forms issued by the *Texas Department of State Health Services (TDSHS), Immunization Branch*, can be honored by the district. You may access the DSHS exemption form (<http://dshs.texas.gov/immunize/school/exemptions.aspx>) online or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- 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 any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

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

See the DSHS website: Texas School & Child Care Facility Immunization Requirements (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) and policy FFAB(Legal) for more information.

Lice

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

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

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home (<https://www.dshs.state.tx.us/schoolhealth/lice.shtm>).

See policy FFAA for more information.

Medicine at School

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

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

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

All prescription and non-prescription medication must be accompanied by a written request from the parent or guardian and must contain the following information:

- Full name of student
- Name of medication
- Amount of medication to be given
- When medication is to be given
- Parent/guardian signature

In addition to other requirements, a written request signed and dated by a physician shall be required for:

- Any prescription or non-prescription medication to be administered for more than 15 days.
- Any aspirin (salicylate) product to be administered.

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.

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.

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.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector 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 an epinephrine auto-injector.

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 authorized individuals 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.

Unassigned Opioid Antagonists

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

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

See also **Food Allergies** on page 85.

Steroids

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

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.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

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 or Provide a Mental Health Care Service** on page 18 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 54 for the district's comprehensive school counseling program;
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 86 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.

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

Junior High

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], 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

Notes written by the parent or guardian to request permission not to participate are valid for one to three calendar days only, each six weeks grading period. If more than three days are necessary to be excused from physical education, then a written release from a physician or health practitioner may be required. A student may not participate in recess during the time that he/she does not participate in physical education. Non-participation for a period of more than three consecutive days, requires a note from a physician or health practitioner.

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings / Examinations

Athletics Participation

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.

A student desiring to participate in, or continue participation in, the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required in the first year of junior high school competition and the first and third years of high school competition.

In other years, the student shall complete a medical appraisal form. A student may be required to have a physical examination based on answers to the appraisal form. See FFAF Local.

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>) 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).

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.canyonisd.net for information regarding meningitis.

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

See **Immunization** on page 79.

Diabetes

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

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possible 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.

CANYON INDEPENDENT SCHOOL DISTRICT

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

The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. For information on the district's food allergy management plan contact the Coordinator of Student Services.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis. See policy FFAF and **Celebrations and Classroom Functions** on page 46.

Seizures

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

See **Students with Physical or Mental Impairments Protected under Section 504** on page 34 and contact the school nurse for more information.

Tobacco and E-Cigarettes Prohibited on School Property

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

The district and its staff strictly enforce prohibitions against the use of 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.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at www.canyonisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD

CANYON INDEPENDENT SCHOOL DISTRICT

- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact the Assistant Superintendent for Support Services at 677-2600.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from the district website at www.canyonisd.net.

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 www.canyonisd.net.

Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA local and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan please contact the Coordinator of Student Services at 677-2600.

IDENTIFICATION CARDS

Certain schools may require students to purchase and carry or wear identification cards. Student ID's are used for several purposes including identification, extracurricular activities, library privileges, and for cafeteria purposes.

LAW ENFORCEMENT AGENCIES

Role of School Resource Officer

The district provides three school resource officers for the schools on the north end of the district and three school resources officers for the schools on the south end of the district. The school resource officers are located on the high school and junior high campuses and work with all schools that feed into their campus. An officer is assigned to each high school and junior high campus for the primary purpose

of supporting the district's commitment to provide a safe environment for its students. The role of this officer encompasses many areas:

1. Enhances public relations with students by providing positive contact.
2. Acts as a community and parent resource within the school district.
3. Provides education programs on a variety of law related topics including crime prevention, legal rights, and narcotics.
4. Serves as a support person for students seeking legal advice.
5. Investigates campus crimes, which includes interviewing student witnesses and student suspects.
6. Acts as a deterrent for illegal activities on campus.
7. Deals with campus trespassers.
8. Acts as the sponsor for the Student Crime-Stoppers Program.

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 or interview the student at school.
- Ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of *Child Protective Services (CPS)*, *Texas Department of Family and Protective Services (DFPS)*, a law enforcement officer, or a juvenile probation officer,

without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a 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 in regards to a student who is required to register as a sex offender.

See policy FL legal for more information.

LEAVING CAMPUS

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. 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, intermediate, and junior high, 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 you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

Note: Unless the principal has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent regardless of whether or not the parent is listed on the enrollment card.

The same process applies to students in high school. 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 directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is 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 the 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.

During Lunch

Canyon ISD has a "closed lunch" policy for all K-10 grade students. No student will be allowed to leave campus for lunch unless accompanied by a parent or legal guardian. The parent/guardian must appear in person to sign student out for lunch.

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.

Private Lessons

Students will not be released during the school day to participate in private lessons or other instruction.

LOST AND FOUND

A "lost and found" collection box is located in the campus office. 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 dispose of lost and found items at the end of each semester.

MAKEUP WORK

Routine Makeup Work because of Absence

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.

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

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

Except after truancy, students will have **two calendar days per day of absence** to complete and turn in make-up work. For extended absences, arrangements can be made between the student and teacher to set a deadline for the makeup work to be completed. It is the responsibility of the student to check with the teachers, upon return, for the assignments and to turn the work in on time.

Students will have **one calendar day** per day of absence to complete and turn in work after truancy. The grade for makeup work after a truancy shall be no higher than 70.

Teachers may assign additional or different work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignment shall be based on the instructional objectives and may provide greater depth of subject matter than routine make-up work.

Make-up procedures may not necessarily apply to research papers, major projects, etc. that are assigned several days or weeks in advance. Students absent only on a known test day may be expected to take the test upon return. Students are expected to make every effort to complete all make-up work by the end of the grading period. Incomplete grades for a six weeks or a semester may not extend beyond one week after the report card is issued without permission from the principal.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding “attendance for credit or final grade.” See **Attendance for Credit or Final Grade** on page 38.

DAEP Makeup Work

A high school student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide

the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. See policy FOCA for more information.

Makeup Word for In-School Suspension and Out of School Suspension

Completion of Course Work

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.

Completion of Courses

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

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

NONDISCRIMINATION STATEMENT

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

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

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

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

Title IX Coordinator: Robyn Cranmer, Assistant Superintendent of Support Services, 3301 North 23rd Street Canyon, Texas, (806) 677-2600, robyn.cranmer@canyonisd.net.

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: Bridget Johnson, Director of Special Services, at 3301 North 23rd Street Canyon, Texas, (806) 677-2600, bridget.johnson@canyonisd.net
- For all other concerns regarding discrimination, see the superintendent: Dr. Darryl Flusche, 3301 North 23rd Street, Canyon, Texas, (806) 677-2600, darryl.flusche@canyonisd.net

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

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child 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 54.
- 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 95.
- Becoming a school volunteer. For further information, see policy GKG and **Volunteers** on page 110.
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. Contact the principal for details. Also see policies at BQA and BQB for more information.

- Serving on the School Health Advisory Council (SHAC) and assisting the district in ensuring local community values with health education instruction and other wellness issues. See **School Health Advisory Council (SHAC)** on page 87 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. See policies at BE and BED for more information.

PICKUP/DROPOFF PROCEDURES

At the end of the school day, students should be picked up promptly. Adult supervision for students waiting on rides is only available for about 15 minutes after students are dismissed from class. Parents who cannot pick up students within 15 minutes should notify the school office. If a student is not picked up within 30 minutes of dismissal and the school cannot reach the parent or other emergency contacts, the school may call the police or sheriff's department. If late pickup becomes a chronic problem, the school will notify law enforcement.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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. Upon the parents making the formal request, the student should make arrangements with the principal and teacher regarding the best way to honor the request without disrupting the Pledge. See **Reciting the Pledges to the U.S. and Texas Flags** on page 23.

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

Each teacher or other school employee in charge of the students during that period shall ensure that each student remains silent and does not act in a manner that is likely to interfere with or distract another student.

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

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

PROMOTION AND RETENTION

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

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district.

Grades 1-8

In grades 1-8, promotion to the next grade level shall be based on a grade of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in three of the following subjects: English/language arts, mathematics, science, and social studies. In addition, promotion shall be based on having no final grade lower than 65 in any of these subjects.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. See policy EI. Promotion for students with disabilities will be determined by the ARD Committee.

Repeating Kindergarten-Grade 8 at Parent Request

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

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.

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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

RELEASE OF STUDENT FROM SCHOOL

See **Leaving Campus** on page 90.

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six weeks. Report cards will be made available electronically through the Family Access application in Skyward.

At the end of the first three weeks of a grading period, all parents of students in grades K-6 will receive a progress report electronically through the Family Access application in Skyward. Parents of students in grades 7-12 will receive a progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Failure to receive an unsatisfactory report does not guarantee a passing grade because a teacher cannot always foresee failing work that might occur at the end of the reporting period. See policy EIA (Local).

Teachers follow grading guidelines that have been approved by the principal pursuant to the Board adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See policy EIA 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 and 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. 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.

RETALIATION

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58.

REQUIRED STATE ASSESSMENTS

Grades 3-8

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

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

Standardized Testing for a Student Enrolled Above Grade Level

- If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the

student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

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

End-of-Course Assessments for High School Courses

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

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

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

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 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 73. 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 or school counselor.

Failure to Perform Satisfactorily on A STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

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

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

Personal Graduation Plans - Middle or Junior High School Students

For a junior high-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 junior high-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.

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A

student may make anonymous reports about safety concerns by calling or texting StayALERT at 1-206-406-6485. An email report can be made to StayALERT at report@stayaalert.info.

- 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

The district is not responsible for medical costs associated with a student's injury. The district does make available an optional, low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the insurance carrier's office.

Insurance policy information is located at www.canyonisdnet under athletic forms. For further assistance contact the office of the Assistant Superintendent of Business and Operations.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

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://dhs.gov/stopthebleed) (<https://dhs.gov/stopthebleed>) and [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, etc.).

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

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

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

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

Emergency School-Closing Information

In the event that schools close due to weather, announcements will be made on Twitter, Facebook, School Messenger, local television stations, radio stations, and the district website, www.canyonisd.net. This information will be given to the stations before 7:00 a.m., if possible. This decision will always be made on the morning of the day in question. During days of bad weather, it is the student's responsibility to leave home early enough to avoid being tardy to school.

Every 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.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 106.

SCHEDULE CHANGES

Schedule change deadlines for high school students are determined by the campus. This deadline is necessary because course offerings, teacher assignments, and class schedules are based upon student requests. Requests for a schedule change after the schedule change deadline are processed through the **Save Committee**. The Save Committee is comprised of the student, parent, teachers involved, and a school counselor or administrator.

Students may request to drop or add a scheduled course within the first 10 days of the semester. These requests will be considered on a space available basis and will be processed through the Save Committee. After 10 class days in the semester, students cannot request to drop or add a course.

Schedules may be changed at the discretion of the school administration to balance class size or for other administrative reasons.

SCHOOL FACILITIES

A large part of the CISD budget is allotted to buy equipment for repairs and maintenance. Students should take personal pride and interest in the physical plant that has been provided. Each campus will instruct students on restrictions regarding the use of gum, cokes, food, and other items that could cause maintenance concerns. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences in accordance with the Student Code of Conduct.

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the Director of Facilities Management, the district's designated asbestos coordinator, at 677-2600.

Food and Nutrition Services

The district participates in the *School Breakfast Program* and *National School Lunch Program* and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

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 go to www.myschoolapps.com or contact the campus cafeteria manager.

Parents and students that were on the program during the prior school year must have a new application filed within the first 30 days of the new school year.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. For more information, see policy CO.

Prepayment for meals may be made into your child's lunch account any time. The student meal charge policy will allow them to accumulate a maximum of three charges at a time. When a student exceeds the three-charge limit, a sandwich and milk will be provided. Students will not be allowed to charge for snacks or a la carte items.

Students who bring their lunches to school may eat them in the cafeteria. Food brought into the school from outside the cafeteria may only be eaten by the student for whom it was intended. Students will not be allowed to share outside items with other students.

Canyon ISD has a "closed lunch" policy for all K-10 grade students. No student will be allowed to leave the campus for lunch. See **Leaving Campus** on page 90 for more information.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color,

national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documentes/as-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442;
3. email:
Program.Intake@usda.gov
“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture. (<http://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 139 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines

The district has adopted and implemented 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 campus principal. See policies FFA for more information.

Pest Management Plan

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

sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the *United States Environmental Protection Agency* and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the Director of Facilities Management at 806 677-2960 or email at danny.paulson@canyonisd.net. See Texas Agriculture Code §7.147.

Conduct Before and After School

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

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Libraries support instruction at each campus and are available to students at designated times. Students are encouraged to take advantage of the many services offered by the libraries.

With the privilege of using library materials comes responsibility. Students are required to return books when due. Fines will be charged for late returns, and replacement costs will be assessed for lost books. Specific guidelines for library use will be communicated at each campus.

Meetings of Non-curriculum Related Groups

For each secondary school campus, student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB local.

SCHOOL SPONSORED FIELD TRIPS

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

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

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

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

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches.

District officials may conduct searches of 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, voluntary consent, or pursuant to district policy providing for suspicionless security procedures.

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

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

District Property

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

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. See policy CQ for more information.

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. See policy FNF(Legal) for more information.

See **Electronic Devices and Technology Resources** on page 66 and policy FNF(Legal) for more information.

Trained Dogs

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

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. See the **Student Code of Conduct** at www.canyonisd.net.

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in his or her car and will be subject to disciplinary action by the district, as well as referral for criminal prosecution.

The operation of vehicles or motorcycles on the school premises shall be under the supervision of the principal. The school's administration shall establish appropriate regulations governing the operation of vehicles on the school grounds during regular hours and during those times when school-sponsored activities are being conducted. Any student who operates a vehicle in an unsafe manner shall be denied the privilege of driving on school property while school is in session.

Students may be required to purchase parking permits. Parking permits will be issued on an "as available" basis. Cars found without the permit properly displayed will be towed at owner's expense. Cars parked in areas of the campus designated as "no parking" such as, but not limited to, fire and bus lanes are also subject to towing at owner's expense. For more information see policies CLC, and FNF.

Searches of Students

In accordance with policies FNG (Legal) and FNF (Local), a student's outer clothing, pockets, personal property, electronic equipment, vehicle, or school property used by the student (such as lockers or desks) may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by the District. Students are responsible for ensuring that any personal property, does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search.

SEXUAL HARASSMENT

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 58.

SPECIAL PROGRAMS

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 these programs should contact the principal.

The Texas State Library and Archives Commission's Talking Book Program (<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 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 SPEAKERS

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

based on a religious viewpoint expressed by the student on an otherwise permissible subject. See policy FNA local for additional information.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you.

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

TARDINESS - LATE ARRIVAL TO SCHOOL

Students are tardy to class if they are not in the proper room when the tardy bell rings. Each campus has guidelines outlining the consequences for tardies.

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

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

The district selects instructional materials in accordance with state law and 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 103.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

See **Safety Transfers/Assignments** on page 29, **Bullying** on page 43, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 31 for other transfer options.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are experiencing homelessness. This service is provided at no cost to students.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Director of Transportation at 677-2670.

When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended. When students ride in a district van or passenger car, seat belts must be fastened at all times.

VANDALISM

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

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

The principal will review the tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment speak with the principal. See EHBAF local.

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 The Director of Special Services, who the district has designated to coordinate the implementation of and compliance with this law.

See policy EHBAF(Local) for more information.

See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 19.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures.

All visitors, if requested by a district employee, must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property. Visitors may also be asked to wear a visitor's badge.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. The principal has the authority to limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceable 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 the person 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 policy FNG local or GF local. Also see 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.

College and Career Days

The district may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office. Those guests are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

VOTER REGISTRATION

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

WITHDRAWING FROM SCHOOL

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

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

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

SECTION III

Canyon ISD Acceptable Use Policy for Electronic Communication System Access

Canyon ISD makes a variety of communications and information technologies available to students and District employees through an Electronic Communications System that includes, but is not limited to, computer, network, and Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating educational research, resource sharing, innovation, and communication within the District. Students may be given access to the District's Electronic Communications System for educational purposes.

With this educational opportunity comes responsibility. The availability and use of the Electronic Communications System is not a right, but a privilege intended to enhance the curriculum established by the District. District and/or campus administrators will deem what use is acceptable and what is inappropriate; all decisions will be final and supported by the administration of Canyon ISD. Commercial use is strictly prohibited.

Please note that the Internet access is part of the District's Electronic Communication System. The Internet is a network of many types of communication and information networks, which are frequently in classroom assignments and include access to library materials and purchased online databases. Some material accessible via the Internet may contain content that is illegal, inaccurate, or potentially offensive to students (or their parents). While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for appropriate and acceptable use.

The parent or legal guardian of a student user is required to acknowledge receipt and understanding of acceptable use of the District's Electronic Communications System as part of their review of the Student Handbook. The parent or legal guardian and the student must sign the acknowledgement form consenting to the terms and conditions in this acceptable use document before a student can be given access to the Electronic Communications System.

I. Copyright

- A. CISD expects all computer users to abide by all copyright laws and license agreements pertaining to software packages used in the district. Non-compliance with this Acceptable Use Policy includes unauthorized use of copyrighted material, including violating district software licensing agreements.
- B. Students and/or faculty will not be permitted to load or download any computer software without the written consent of the campus principal or a designee thereof.
- C. Copying of district owned or personal software is strictly prohibited.
- D. Plagiarizing information from the Internet is an act of theft. Any student caught plagiarizing will be subject to the disciplinary action outlined in the Student Code of Conduct.

II. Security

- A. Only students authorized to use a computer account may do so.

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- B. A secure password will be maintained at all times. Students must keep their passwords confidential.
- C. Access or the attempt to gain access to passwords or restricted areas will result in termination of computer privileges and/or any other penalty determined by the computer administrators.
- D. Users of the campus computer system have a responsibility to inform a campus administrator if a security problem is suspected or identified.
- E. To maintain security, the district reserves the right to review personal files at any time. A search will be conducted if there is sufficient suspicion or evidence to warrant an investigation. This will be determined by the campus principal.
- F. E-mail accounts are subject to parental inquiries at any time, and the contents of their child's, but only their child's account can and will be disclosed. The request must be in writing.
- G. Knowingly or inadvertently spreading a computer virus will result in a suspension of computer privileges and will be subject to the Student Code of Conduct.
- H. The modification, damage, or destruction of software is prohibited.
- I. Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy or modify the e-mail of other users are prohibited.
- J. A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or a revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

III. Personal Safety

Every effort is made to maintain the integrity of the computer system and to protect the students from unacceptable materials by providing a well-structured and safe learning environment.

Responsibility for personal safety lies with the user by:

- A. Not giving their real name, address, or phone numbers.
- B. Not agreeing to meet with someone who has been met on the Internet without parental knowledge or approval.
- C. Not releasing school information such as addresses or phone numbers.
- D. Realizing that all information is not always accurate or truthful.
- E. Reporting any message or site that the user feels is inappropriate or undesirable.

IV. District Website

- A. The district will establish a website and will develop web pages that will present information about the district. The Director of Instructional Technology will be designated the webmaster, responsible for maintaining the district website. Webmaster classes at Canyon and Randall High Schools will do production and edit work for the district and campus web pages.
- B. Schools and classes may establish web pages that present information about the school or class activities. The campus principal will be responsible for managing the school website.

V. Internet Access

- A. An account agreement must be signed by both parent and student before the student will be allowed access to the Internet. Parents have the right to withdraw permission at any time.

- B. Any material produced to be placed on the Internet must be approved by the campus principal. All materials must relate to school or educational activities.
- C. All eligible students will have equal access to the Internet resources. Exploration of the Internet for educational purposes is encouraged, but no single user should monopolize a computer or the network it uses. Personal files may be removed if total system space becomes low.
- D. An Internet account may not be used for any commercial purpose.

VI. Netiquette

All users are expected to abide by rules of etiquette when using the network. Following is a list of examples, but the rules are not limited to only these.

- A. Politeness. Verbal abuse is not acceptable.
- B. Appropriate language must be used at all times. The Student Code of Conduct rules apply to language used on the Internet.
- C. Illegal activities are strictly forbidden, and Code of Conduct rules will be enforced.
- D. Personal addresses, phone numbers, and information of students and faculty should not be released on the Internet or through e-mail. No e-mail should be considered private.
- E. Any use of the network that disrupts the ability of others to successfully use the network is prohibited.
- F. Subject headings in e-mail transmission should be used and stated clearly.
- G. Wording should be chosen carefully because context clues or voice inflections are not conveyed over the net.
- H. Harassment, as defined in the Student Code of Conduct, is strictly prohibited and will be dealt with in accordance with CISD policy.
- I. False, defamatory, and/or inflammatory information about another person or information that will damage or disrupt the system is prohibited.
- J. Use related to commercial activities or for commercial gain or the advertisement for purchase or sale of a product is prohibited.
- K. Participating in chat rooms other than those sponsored and overseen by the district is prohibited.

VII. Vandalism

- A. Vandalism is the malicious attempt to destroy or harm district data or hardware, data of another user of the district's system or any users connected to the Internet. This includes, but is not limited to, the uploading of viruses and worms, or "hacking", i.e., attempting unauthorized access to any computer whether within the district's network or outside it.
- B. Deliberate attempts to degrade or disrupt system performance may be viewed as violation of district policy and Student Code of Conduct and, possibly, as criminal activity under applicable state and federal laws.
- C. Monetary responsibility lies with the student and/or parent if repair or replacement of software or hardware is necessary if the damage was caused by careless use or vandalism.

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- D. It is the user's responsibility to report any misuse of software or hardware to the campus administrators, teacher, or teaching assistants. Knowingly withholding or suppressing information about vandalism could result in loss of computer privileges and disciplinary action.
- E. Programs developed to harass are strictly prohibited and will result in loss of computer privileges and disciplinary action.
- F. Forgery of electronic mail messages or transmission of unsolicited junk e-mail chain messages is prohibited.
- G. Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, hardware or software costs.

VIII. Consequences of Inappropriate Network Behavior

- A. Suspension of access to the District's Electronic Communication System
- B. Revocation of the District's Electronic Communications System account(s); and/or
- C. Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

IX. Disclaimer

- A. Canyon ISD makes no guarantee that the system and services provided will be fault proof or without defect and will not be held responsible for the accuracy or quality of any information obtained via the Internet. The district will not be held responsible for any damage that may occur, including but not limited to loss of information, interruption of data, and accuracy of data, quality of data obtained or stored on the system. Canyon ISD will not be held responsible for any financial obligations arising through unauthorized purchases or commercial ventures on the system.
- B. Every possible precaution is taken with the privacy of the user in mind, but all persons should realize that the Internet is not a secure network and that electronic communication, including e-mail, is not always completely private. The campus and CISD accept no responsibility for any damage done directly or indirectly by the inadvertent mishandling of e-mail.

GLOSSARY

Accelerated instruction, including **supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations: The test may be a 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 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 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.

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 the Scholastic Aptitude Test, one of the two most frequently used college or admissions examinations. The test may be a required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

TAC stands for the Texas Administrative Code.

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

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses 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 www.canyonisd.net. Below is the text of Canyon ISD 's policy FFI(Local) as of the date this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI (LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claims

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice of Parents

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

District Action

Bullying

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

Discipline

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new

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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.

DATE ISSUED: 10/18/2017

UPDATE 109

FFI(LOCAL)-A

