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PREFACE
To Students and Parents:

Welcome to school year 2017–2018! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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<td>7:55-8:40</td>
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<td>2nd</td>
<td>8:44-9:29</td>
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<td>3rd</td>
<td>9:33-10:18</td>
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<td>4th</td>
<td>10:22-11:03</td>
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<td>Lunch</td>
<td>11:39-12:09</td>
<td>5th</td>
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<td>6th</td>
<td>1:02-1:47</td>
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<td>7th</td>
<td>1:51-2:36</td>
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<td>8th</td>
<td>2:40-3:25</td>
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<td>1st</td>
<td>7:55-8:38</td>
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<td>2nd</td>
<td>8:42-9:25</td>
<td>8:42-9:25</td>
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<td>3rd</td>
<td>9:29-10:12</td>
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<td>4th</td>
<td>10:16-10:59</td>
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<td>Homeroom</td>
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<td>Lunch</td>
<td>11:24-11:54</td>
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<td>5th</td>
<td>11:58-12:41</td>
<td>Lunch</td>
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<td>6th</td>
<td>12:45-1:29</td>
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<td>8th</td>
<td>2:21-3:04</td>
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<td>Pep Rally</td>
<td>3:05-3:25</td>
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The Cooper Jr/Sr High School Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

Organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Cooper JR/SR High School Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at Cooperisd.net and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the Student handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parent to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact the principal.

Also, please complete and return to your child’s campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student’s enrollment:

1. Acknowledgement Form or Acknowledgement of Electronic Distribution of Student Handbook;
2. Student Directory Information and Release of Student Information Form;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities;
4. Emergency/Health Form
5. Lunch Form
6. Network Use Policy
7. School Compact
8. Title I Parent Involvement Policy

Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.cooperisd.net.

Accessibility
If you have difficulty accessing the information in this document because of a disability, Please contact Cooperisd.net or (903)395-2111.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES
This section of the Cooper Jr/Sr High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

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

• Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
• Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
• Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
• Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
• Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
• Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling and Academic Programs.]

• Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-395-2111 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]

• Becoming a school volunteer. [For further information, see policies at GKG and contact campus principal.]

• Participating in campus parent organizations. Parent organizations include: booster clubs.

• Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact principal.

• Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council.]

• 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 wellbeing.

• Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is the HS Principal and may be contacted at 903-395-2111.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

• Political affiliations or beliefs of the student or the student’s parent.

• Mental or psychological problems of the student or the student’s family.

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

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

“Opting Out” of Surveys and Activities
As a parent, you have a right to receive notice of and deny permission for your child’s participation in:
• Any survey concerning the private information listed above, regardless of funding.
• School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
• Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

Requesting Professional Qualifications of Teachers and Staff
You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
Reviewing Instructional Materials
As a parent, you have a right to review teaching materials, textbooks and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

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

Displaying a Student’s Artwork, Photos, and Other Original Work
Teachers may display students’ work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and other original works on the district’s Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records
You may review your child’s student records. These records include:

• Attendance records,
• Test scores,
• Grades,
• Disciplinary records,
• Counseling records,
• Psychological records,
• Applications for admission,
• Health and immunization information,
• Other medical records,
• Teacher and school counselor evaluations,
• Reports of behavioral patterns, and
• State assessment instruments that have been administered to your child.
• Teaching materials and tests used in your child’s classroom.
Granting Permission to Video or Audio Record a Student

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
• Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;

• Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and

• If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district’s curriculum regarding human sexuality instruction.

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

PARENTING and PATERNITY AWARENESS (P.A.P.A.)

P.A.P.A. is an innovative educational curriculum designed for secondary school students and young adults that deals with “rights, responsibilities, and realities of parenting.” Key themes in the curriculum focus on the importance of father involvement, the value of paternity establishment, the legal realities of child support, the financial and emotional challenges of single parenting, the benefits of both parents being involved in a child’s life, healthy relationship skills, and relationship violence prevention.

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

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

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

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

Requesting Limited or No Contact with a Student through Electronic Media

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

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

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year.
You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Note: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

**CORPORAL PUNISHMENT**

FO Local

1. The parent will be notified first, and agree to the paddling.
2. The student shall be told the reason corporal punishment is being administered.
3. Corporal punishment shall be administered only by professional personnel in a designated place out of view of other students.
4. The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
5. If a teacher administers corporal punishment, the witness will be a principal, assistant principal or athletic director.
6. If a principal, assistant principal or athletic director administers corporal punishment, the witness will be a professional employee.

A parent may request that licks be administered to his/her student. The principal will keep a record of the infraction, the number of licks, and the witnesses present.

**FIGHTING**

Defined — Student interaction may be deemed a fight if one or more of the following occur:

1. Participants punching, slapping each other or pushing/shoving in a manner that is deemed overly aggressive or is done in conjunction with other methods of fighting.
2. Wrestling around that includes parts or all of #1, and may include hair pulling, eye gouging or the like
3. Kicking, elbowing in an aggressive manner
4. The use of objects to harm another
5. Visible physical marks

**SELF DEFENSE**

A claim of self-defense may be entered but is limited. Self-defense is only an excuse when the student reasonably believes that the use of force is immediately necessary to protect
himself because the other individual is causing him or attempting to cause him immediate bodily harm and there is no other means of escape from harm. A student’s use of physical force will typically not be excused if:

1. The student had an opportunity to escape or otherwise avoid the confrontation or to inform school officials of another’s threat to use force or use of force
2. The student uses force in response to verbal threats and/or provocation alone
3. The student provokes, invites, or encourages the use of physical force by another
4. The force is being used against a teacher or administrator
5. The student uses force after the other party abandons or attempts to abandon a fight or confrontation
6. The student uses any greater force than necessary to himself. Engaging in a fight in which both parties assault each other will be considered mutual assault and will result in discipline of both students.

Consequences are:

• Students involved in a fight will write their stories while law enforcement is contacted
• A police officer will escort the students to the police station
• The students will not return to school that day, and the principal will contact the parents
• The students will appear before the Justice of the Peace who will listen to their stories
• The Justice of the Peace will decide whether the students are fined or not

1st time a student fights: The Justice of the Peace determines the consequences and student will have the choice of ISS or Swats
2nd time a student fights: All of the above will occur AND the student is assigned to DAEP not ISS.

A student who fights a third time faces expulsion. Any student who is threatened or feels that he/she is being provoked to fight should tell an adult on campus immediately.

**22.01 Assault — Definition**

A person commits an offense if the person:
1. Intentionally, knowingly or recklessly causes bodily injury to another including the person’s spouse; or
2. Intentionally or knowingly threatens another with imminent bodily injury, including the person’s spouse; or
3. Intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

OFFENSES AND CONSEQUENCES

Section 37.001 (a) (2) require that the student code of conduct “specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to an alternative education program.” The intention is that students and parents are fully informed about all conditions that may result in assignment to an alternative education program (DAEP). Therefore, the Texas Education Agency recommends that a school district include in its code of conduct the conditions under which a student may be placed in the district DAEP pursuant to Section 37.010 (c) or (d).

LEVEL I MAJOR OFFENSES

1. Being disrespectful, using profanity, vulgar language (This applies to typeset or written form on personal possessions/vehicles on school property), or obscene gestures, orally or in writing;
2. Engaging in offensive conduct of a sexual nature, whether verbal or physical, intimidating sexual conduct, directed toward another student or any other person;
3. Committing extortion, coercion, or blackmail, forcing an individual to act through the use of force or threat of force;
4. Fighting, committing physical abuse, or threatening violence;
5. Hazing;
6. Failing to comply with directives given by school personnel;
7. Possessing or selling something represented to be drugs, contraband or related paraphernalia;
8. Forgery, robber, or theft;
9. Failure to attend;
10. Vandalism;
11. Verbal or written abuse, i.e., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment;
12. Unruly, disruptive, or abusive behavior that seriously interferes with the teacher’s ability to communicate effectively in the class;

13. Unruly, disruptive, or abusive behavior that seriously interferes with the ability of the student’s classmate(s) to learn;

14. Bullying will be considered, but not limited to, any of the following: verbal or physical harassment or threat thereof, taunting, hazing, intimidating or any other action whereby one or more individuals deliberately single out another student for cruel, mean and/or humiliating treatment;

15. Engaging in serious or persistent misbehavior or a violation of a specific rule or procedure of the Student Code of Conduct;

16. Possessing or using a laser pointer while on school property, while using District transportation, or while attending school-sponsored or school-related activities;

17. Using headphones with personal stereos/CD players during unauthorized times;

18. Possession of a stink bomb or fireworks;

19. Visual or auditory displaying of cell phones, pagers or other electronic communication devices during class time and any unauthorized times;

20. A pocket knife or any other small knife;

21. Dress code violations;

22. Technology violations, included in the Electronic Communications Policy;

23. Academic dishonesty.

24. Use of, without permission, any distracting device such as fidget spinners, fidget spinners, fidget cubes or any other hand-held device that would be deemed distracting.

**Level I Major Offenses Consequences**

With consideration given to the Student Code of Conduct and the campus plan for imposing discipline, one or more of the following consequences will be imposed for Level I offenses, based on the number and/or severity of offenses committed:

1. Refer to the Discipline Management Techniques

2. Prohibited items will be confiscated, retained by administrator and returned at an appropriate time

3. Discipline referral to office: parent notified

4. Temporary placement in another appropriate classroom

5. ISS; student may not participate in extracurricular activities. Students in ISS are required to attend any after school practices, but cannot compete in games.

6. DAEP referral
**Level I Major Offenses Notes**

1. The District defines “serious” or “persistent” to include two or more violations of the Student Code of Conduct in general or two or more occurrences of the same violation.
2. A student suspended or placed in DAEP for a Level I offense shall be prohibited from attending or participation in school activities until 3:10 p.m. or later on the last day of the placement.
3. Students will not be placed in DAEP solely for lack of academic achievement or attendance. Such students should be referred to the counselor for academic evaluation.
4. Students may be suspended out of school for a period not to exceed three (3) class days for each offense.

**LEVEL II MAJOR OFFENSES**

The following major offenses are defined under the Texas Education Code, Section 37.006 and school-district policy:

A student shall be removed from class and placed in an alternative education program DAEP if the student:

1. Engages in conduct involving a public school that contains the elements of the offense of false alarm (including a bomb threat) or report, or terroristic threat involving a public school; or
2. Commits the following on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school related activity on or off school property:
   - engages in conduct punishable as a felony(except those listed as Level III Major Offenses);
   - engages in conduct that contains the elements of the offense of assault;
   - Sells, gives, or delivers to another person, or possesses, uses, or in under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offences are addressed in the Discipline section.)
   - sells, gives or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage(if the conduct is not punishable as a felony);
   - engages in conduct that contains the elements of an offense relating to the abuse of glue or aerosol paints, or relating to volatile chemicals; or
• engages in conduct that contains the elements of the offense of public lewdness, or indecent exposure;
• being a member of, pledging to become a member of, joining, or soliciting another person to join or pledge to become a member of a public school fraternity, sorority, or gang;
• possessing, exhibiting, or threatening with a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon;
• Engages in conduct that contains the elements of the offense of retaliation against any school employee. In addition, a student shall be removed from class and placed in an alternative education program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
• The student receives deferred prosecution for conduct defined as a Title 5 felony offense;
• a court or jury finds that the student has engaged in delinquent conduct for conduct defined as a Title 5 felony offense; or
• The superintendent or the superintendent’s designee has a reasonable belief that the student has engaged in conduct defined as a Title F felony offense. In addition, a student may be removed from class and placed in an alternative education program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
• The superintendent or the superintendent’s designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5; and
• The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

**Level II Major Offenses Consequences**

A student who is found to have committed a Level II Major Offense will be removed to the district’s discipline alternative education program (DAEP). Students are subject to all DAEP guidelines.

The Juvenile Justice System will be notified; police may be notified. A student may also be suspended for not more than three days for any commission of a Level II Major Offense. Such suspension may be in addition to the removal to DAEP.

**Level II Major Offenses Notes**

A student who is suspended or placed at DAEP shall be prohibited from attending or participating in school district-sponsored or school district-related activities until 3:10 p.m. or later on the last day of the alternative placement. The student is also prohibited from being on any school district property until the DAEP placement has been completed.
Section 37.006 (l); a student who is younger than six years of age may not be removed from class and placed in an alternative education program

REMOVAL TO A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)

In an emergency, the principal or designee may order the immediate placement of a student into a Disciplinary Alternative Education Program (DAEP) when a student is so unruly, disruptive, or abusive that the student’s presence seriously interferes with a teacher’s ability to communicate effectively with the student’s classmates to learn, or with the operation of school or a school sponsored activity.

The DAEP shall be provided in a setting other than the student’s regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

The Board delegates to the campus principal the authority to remove a student to the Disciplinary Alternative Education Program (DAEP).

Within three school days of receiving the Student Code of Conduct violation report, the principal will schedule a conference with the student’s parent(s), the student, and the teacher in the case of a teacher removal.

Until a conference can be held as a result of a formal teacher removal or administrator removal, the principal may place a student in:

• another appropriate classroom
• I.S.S. — In School Suspension

• Disciplinary Alternative Education Program (DAEP) in which the student must be separate from the other students for the entire school program day and will be provided instruction in the core subject. Counseling will also be provided to the student.

At the conference, the principal or appropriate administrator will inform the student, orally or in writing, of the allegations against him/her, and give the student an opportunity to give his/her version of the incident. The principal or appropriate administrator will inform the student of the consequences of the misbehavior and the student’s length of placement in the Disciplinary Alternative Education Program (DAEP).

Not later than the second business day after the conference, the Board’s designee will deliver to the juvenile court a copy of the order placing a student in Disciplinary Alternative Education Program and information required by Section 52.04 of the Family Code.

Parental questions or complaints regarding disciplinary measures should be addressed to the campus administration, as appropriate and in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal’s office or central administration’s office.
The District does not permit a student who is placed in a Disciplinary Alternative Education Program (DAEP) for any reason determined by the District, to participate in any school sponsored or school-related extracurricular and non-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. The District will not provide transportation to students to and from the Disciplinary Alternative Education Program (DAEP).

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. A student placed in the Disciplinary Alternative Education Program (DAEP) will be provided a review of his/her placement, including academic status, by the campus principal or appropriate administrator at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan will also be reviewed. At the review, the student or the student’s parent(s) or guardian will be given the opportunity to present arguments for the student’s return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher’s consent.

The District is required to offer a student in a Disciplinary Alternative Education Program (DAEP) an opportunity to complete coursework before the beginning of the next school year. The District may provide the opportunity to complete coursework through any method available, including correspondence courses, distance learning, or summer school. The District may not charge students for these courses.

For placement in a Disciplinary Alternative Education Program (DAEP) to extend beyond the end of the school year, the campus principal or appropriate administrator must determine that:

1. The student’s presence in the regular classroom or campus presents a danger of physical harm to students or others.

2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. For seniors who are eligible to graduate and are placed in a Disciplinary Alternative Education Program (DAEP) at the time of graduation, the last day of placement in the program will be the last instructional day and the student will be allowed to participate in the graduation ceremony and related graduation activities. The juvenile court will notify the District, if:

1. Prosecution of the student’s case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or

2. The court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.
On receiving the notice from the juvenile court, the Superintendent or designee will review the student’s placement in the Disciplinary Alternative Education Program (DAEP) and will schedule a review of the student’s placement with the student’s parent(s) or guardian not later than the third day after the Superintendent or designee receives notice from the juvenile court. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student’s parent(s) or guardian, the Superintendent or designee may continue the student’s placement in the Disciplinary Alternative Education Program (DAEP) if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or student’s parent(s) or guardian may appeal the Superintendent’s decision to the Board. The student may not be returned to the regular classroom pending the appeal.

This appeal process does not apply to placements resulting from offenses for which the state requires placement of the student in a Disciplinary Alternative Education Program (DAEP).

The Board will, at the next scheduled meeting, review the notice from the juvenile court and receive information from the student, the student’s parent(s) or guardian, and the Superintendent or designee, and confirm or reverse the decision. The Board will make a record of the proceedings.

If the board confirms the decision of the Superintendent or designee, the Board will inform the student and the student’s parent(s) or guardian of the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

When an emergency placement occurs, the student will be given a verbal notice of the reason for the action. Within a reasonable about of time after the emergency placement, the student will be given appropriate due process required for placement in a Disciplinary Alternative Education Program (DAEP). If emergency placement involves a student with disabilities who receives special education services, the term of the student’s emergency removal is subject to the requirements of federal law.

The Board of Trustees may place a student in a Disciplinary Alternative Education Program (DAEP) if the student has received deferred prosecution or adjudication for conduct defined as a felony in title5, Penal Code and the board determines that the student’s presence in the regular classroom would threaten the safety of other students or teachers, would be detrimental to the educational process, or would not be in the best interest of the District’s students. Any decision by the board is final and cannot be appealed.

The board can order placement in the Disciplinary Alternative Education Program (DAEP) regardless of where or when the conduct occurred, whether the conduct occurred while the student was enrolled in the district, or whether the student had successfully completed any court disposition requirement.

The board can order placement in a Disciplinary Alternative Education Program (DAEP) for any period the board deems necessary. The student is entitled to periodic reviews as required by statute.
When any decision concerning Disciplinary Alternative Education Program (DAEP) placement of a student by the board’s designee is appealed to the board, the board’s decision is final.

If a student withdraws from the District before placement is made, the district where the student enrolls may complete placement. If the student enrolls in the same or subsequent school year, the District may enforce the order at that time except for any period of placement that may have been served by the student in another District that honored the order, including expulsions.

Out-of-state placements, including expulsions, maybe honored in this state if the other district provides a copy of the placement order and the grounds for the placement are also grounds in the District in which the student is enrolling.

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district may place the student in the district’s DAEP or a regular classroom setting.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

**LEVEL III MAJOR OFFENSES**

The following major offense are defined under the Texas Education Code, Section 37.007:

**A student shall be expelled from a school if the student, on school property, or while attending a school-sponsored or school-related activity on or off of school property:**

1. Uses, exhibits, or possesses:
   A. A firearm;
   B. Illegal knife is defined by Texas Penal Code 43.01(6) as a: knife with a blade of over five and one-half inches; hand instrument designed to cut or stab another by being thrown; dagger; bowie knife; sword or spear;
   C. a club; or
D. a weapon listed as a prohibited weapon

2. Engages in conduct that contains the elements of the offense of:
   A. aggravated assault, sexual assault, or aggravated sexual assault;
   B. arson;
   C. murder, capital murder, or criminal attempt to commit murder or capital murder;
   D. indecency with a child; or
   E. aggravated kidnapping; or

3. Engages in the following conduct, if the conduct is punishable as a felony:
   A. sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana, a controlled substance, or a dangerous drug; or
   B. sells, gives or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses or is under the influence of an alcoholic beverage.

A student may be expelled if the student:

1. Engages in conduct involving a public school that contains the elements of the offense of false alarm or report, or terrorist threat; or

2. While on school property or while attending a school-sponsored or school-related activity on or off of school property:
   A. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of: marijuana or a controlled substance; a dangerous drug; or an alcoholic beverage;
   B. Engages in conduct that contains the elements of an offense relating to the abuse of glue or aerosol paint, or relating to volatile chemicals; or
   C. Engages in conduct that contains the elements of an offense against a school district employee or a volunteer.

A student may be expelled if the student, while placed in an alternative education program for disciplinary reasons, continues to engage in serious or persistent misbehavior that violates the district’s student code of conduct.

A student shall be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (a), and may be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (b)(2)(C), against any employee or volunteer in retaliation for or as a result of the person’s employment or association with a school district, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property.
In accordance with federal law, a local educational agency, including a school district, shall expel a student who brings a firearm to school. The student must be expelled from the student’s regular campus for a period of at least one year, except that:

1. The superintendent or other chief administrative officer of the school district may modify the length of the expulsion in the case of an individual student;

2. The district shall provide educational services to an expelled student in an alternative education program if the student is younger than 10 years of age on the date of expulsion; and

3. The district may provide educational services to an expelled student who is older than 10 years of age in an alternative education program.

(f) A student who engages in conduct that contains the elements of the offense of criminal mischief may be expelled at the district’s discretion if the conduct is punishable as a felony.

Level III Major Offenses Consequences

A student who is found to have committed a Level II Major Offense will be expelled in accordance with state law and school district policy. Expulsion to the Juvenile Justice Alternative Education Program will be a minimum of 90 successful days of attendance with appropriate behavior and up to a maximum or 12 months. If the student is expelled for less than 90 days, the educational placement would be in a district alternative education program (DAEP). However, students younger than 10 years of age who commit a Level III Major Offense will be placed in DAEP.

The Juvenile Justice System will be notified. Students who are expelled are prohibited from attending or participating in school-sponsored or school-related activities or being on school district property until the expulsion has been successfully completed.

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a Disciplinary Alternative Education Program (DAEP). Students under the age of six will not be removed from class or placed in a Disciplinary Alternative Education Program (DAEP).

State and federal laws require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis and/or the District may provide educational services to the expelled student in the Disciplinary Alternative Education Program (DAEP). The District must provide educational services in the Disciplinary Alternative Education Program (DAEP) if the student is between six and ten years of age.
If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time with the student’s parent(s) or guardian, the student, and the teacher if appropriate.

The student’s parent(s) or guardian will be invited in writing to attend the hearing. Until a hearing can be held, the principal may place the student in:

- another appropriate classroom
- I.S.S. - In School Suspension.
- Out-of-school suspension.
- Disciplinary Alternative Education Program

A student facing expulsion will be given appropriate due process. The student is entitled to:

1. Representation by the student’s parent(s) or guardian, or another adult who can provide guidance to the student and who is not an employee of the District.
2. An opportunity to testify and to present evidence and witnesses in the student’s defense.
3. An opportunity to question the District’s witnesses. The Board delegates to the campus principal the authority to expel students.

A student expelled by the principal after the due process hearing may request that the Superintendent or designee review the expulsion decision in accordance with FNG (local). The student or parent(s)/guardian must submit a written request to the Superintendent within ten days after receipt of the written decision. The Superintendent must provide the student or parent(s)/guardian written notice of the date, time, and place of the meeting at which the decision will be reviewed.

If the outcome of the conference with the Superintendent or designee is not to the student’s or parent’s satisfaction, the student or parent may submit to the Superintendent a written request to place the matter on the agenda of the next regular Board meeting.

The Superintendent shall inform the student or parent of the date, time, and place of the meeting. Not later than the second business day after the hearing, the Board’s designee will deliver to the juvenile court a copy of the order expelling the student and the information required by Section 52.04 of the Family Code.

The duration of a student’s expulsion will be determined on a case-by-case basis. The duration of an expulsion shall not extend beyond the end of current school year unless violation occurs during last grading period of school year.

**Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.**

No district academic credit will be earned for work missed during the period of expulsion (unless the student is enrolled in a Juvenile Justice Disciplinary Alternative Education Program (DAEP) or other District-approved program).
When an emergency expulsion occurs, the student will be given oral notice of the reason for the action. Within a reasonable amount of time after the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

If emergency expulsion involves a student with disabilities who receives special education services, the term of the student’s emergency expulsion is subject to the requirements of federal law.

The District will not accept any student expelled from another district during the period of the expulsion order.

**While in DAEP**

A student may be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   a. Public lewdness under Section 21.07, Penal Code;
   b. Indecent exposure under Section 21.08, Penal Code;
   c. Criminal mischief under Section 28.03, Penal Code;
   d. Personal hazing under Section 37.152; or
   e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

**Mandatory Expulsion: Misconduct That Requires Expulsion**

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

**Under Federal Law**

- Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

*Note:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.
Under the Texas Penal Code

- Carrying on or about the student’s person the following, as defined by the Texas Penal Code:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) Note: A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
  - An illegal knife, as defined by state law. (See glossary.)
  - A club, as defined in state law. (See glossary.)

Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832 See the campus principal for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance. [See Bullying policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]

- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy [See policy FDE.]
**Requesting Classroom Assignment for Multiple Birth Siblings**

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

**Parents of Students with Disabilities 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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

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

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

**Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. For those students who are having difficulty in the regular classroom, 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 to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district’s director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards.

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

There is an exception to the 45 school day timeline. If the 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, the school must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completion, the school must give you 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.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is campus principal at 903-395-2111.

**Parents of Students Who Speak a Primary Language Other than English**

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

**Accommodations for Children of Military Families**

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months related to leave or deployment activities will be excused by the district. The district will permit no more than 5 excused absences per year for this purpose. For the absences to be excused, the absences must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.
Student Records

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

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

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

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

• District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.

• Various governmental agencies, including juvenile service providers.

• Individuals granted access in response to a subpoena or court order.

• A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release to any other person or agency, such as a prospective employer or for a scholarship application, will occur only with parental or student permission as appropriate.
The campus principal is the custodian of all records for currently enrolled students at the assigned school. The campus principal is the custodian of all records for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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 these records. The address of the superintendent’s office is 440 SW 3rd St. Cooper 75432.

The address of the principals’ offices are: 823 FM 1528 Cooper 75432.

A parent (or eligible student) may inspect the student’s records and request a correction 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 campus principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL), Report Cards/Progress Reports and Conferences and Student or Parent Complaints and Concerns for an overview of the process.]

The district’s policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office at www.cooperisd.net.

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

Please note:

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

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Directory Information

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

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

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: UIL programs, Cheerleading, School Sponsored Clubs, FFA.

For these specific school-sponsored purposes, the district would like to use your child’s name, grade level, honors and awards. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

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

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about
a specific school-related issue. Should you be unable to find the information on a particular topic, please contact campus principal at 903-395-2111.

**ABSENCES/ATTENDANCE**

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

**Compulsory Attendance**

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year and may be subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 19 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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.

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

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

**Exemptions to Compulsory Attendance**

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
• Service as an election clerk;
• Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
• For student’s in the conservatorship (custody) of the state
• Mental health or therapy appointments: or
• Court ordered family visitations or any other court ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.
• For students in the conservatorship (custody) of the state,
  ▪ An activity required under a court-ordered service plan; or
  ▪ Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

Absences of up to two days in a school year will also be considered an exemption for:
  • A student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
  • A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

As listed in section 1 at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty, is on leave from, or immediately returned from certain deployments.

**Failure to Comply with Compulsory Attendance**

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.
A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

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

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

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

If a student is age 18 or older, the student may be subject to penalties as a result of the student’s violation of the state compulsory attendance law.

[See policy FEA (LEGAL).]

**Attendance for Credit**

To receive credit for a final grade in a class, a student in Kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
• The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.

• The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.

• The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

• The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade. The student or parent may appeal the committee’s decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

Official Attendance-Taking Time
The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at 9:00 a.m., which is during the second or fifth instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Parent’s Note after an Absence
When a student must be absent from school, the student-upon arrival or return to school, must bring a note signed by the parent or from the doctor that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.
**Doctor’s Note after an Absence for Illness**

Upon return to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school.

[See policy FEC (LOCAL).]

Excused absences include but are not limited to the following:
1. illness with note from parent(s)
2. UIL/Extracurricular activities - a student is allowed up to 10 absences during the school year and no more than 7 in a semester for UIL activities
3. A District approved mentorship designed to meet the requirements of an advanced measure for the Distinguished Achievement graduation program.
4. Required screening, diagnosis, and treatment for Medicaid-eligible students.
5. Death in Family / Funeral
6. Court appearances
7. Absence required by state or local welfare authorities.
8. Principals excused not deemed Permissible.

Unexcused Absences include all absences not specified as Permissible or Excused.

**ATTENDANCE RECOVERY**

A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit. Students may make-up excessive absences and retain credit for courses by attending Saturday school on selected dates.

Students and/or parents have 15 days to appeal the denial of credit due to lack of attendance. The 15-day window begins on the last day of the semester.

The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent in accordance with policy FNG.

**DRIVERS LICENSE ATTENDANCE VERIFICATION**

By law, to obtain a driver license, a student between the ages of 16 and 18 must annually provide to the
Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus office. The school will use the previous semester as a reference.

**Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

**ACADEMIC PROGRAMS**

The school counselor provides students and parent’s information regarding academic programs to prepare for higher education and career choices. [For more information, see Academic Counseling this handbook and policies at EIF.]

**AWARDS AND HONORS**

**Junior High:** Outstanding Student, Academic Achievement, Outstanding Effort, Bulldog Leadership, Mary Jane Seigler, Perfect Attendance, Honor Roll, Heart Award, Valedictorian, Salutatorian; Student Council.

**High School:** Outstanding Student, Academic Achievement, Perfect Attendance, Student of the Month, UIL/OAP, Honor Roll, Valedictorian, Salutatorian, Top 10% UIL, Distinguished Graduate, Honor Graduate, Texas Scholar, Dual Credit Hours, Spanish UIL, National Honor Society, Spanish Honor Society, Maroon and Grey Scholarships, Student Council, Outstanding Senior Boy and Girl, Blood Donors.

**BULLYING**

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student’s property,
- Places a student in reasonable fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.
This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

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, or ostracism. In some cases, bullying can occur through electronic methods, called “cyber bullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student that reports an alleged incident of bullying may remain anonymous.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred 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 his or her child be transferred to another classroom within the district.

[Also see School Safety Transfers].

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s Web site.

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 33, Dating Violence, Discrimination, Harassment, and Retaliation on page 66, Hazing on page 86, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Agriculture, Food and Natural Resources, Arts, Audio-Video Technology and Communications, Business, Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services,
Information Technology, Manufacturing, Science, Technology, Engineering and Mathematics.
These programs will be offered without regard to race, color, national origin, sex, or
disability. Cooper JR/SR High School will take steps to ensure that lack of English language
skills will not be a barrier to admission and participation in all educational and CTE
programs.  [See Nondiscrimination Statement on page 99 for the name and contact
information for the Title IX coordinator and Section 504 coordinator, who will address
certain allegations of discrimination.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF
CHILDREN
The district has established a plan for addressing child sexual abuse and other maltreatment
of children, which may be accessed at www.cooperisd.net.  As a parent, it is important for
you to be aware of warning signs that could indicate a child may have been or is being
sexually abused.  Sexual abuse in the Texas Family Code is defined as any sexual conduct
harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a
reasonable effort to prevent sexual conduct with a child.  Anyone who suspects that a child
has been or may be abused or neglected has a legal responsibility, under state law, for
reporting the suspected abuse or neglect to law enforcement or to Child Protective Services
(CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the 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
(TDFPS) 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.]

The following Web sites might help you become more aware of child abuse and neglect:
Reports of abuse or neglect may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at Texas About Hotline Website).

CLASS RANK / HIGHEST RANKING STUDENT J.H.
Grades 6th-7th
The final ranking for 6th-7th graders will be calculated and reported after the end of the school year when all grades are complete.

8th Grade
Class ranking for 8th Grade students shall be calculated after the 5th six weeks for current year.

Valedictorian/Salutatorian J.H.
The valedictorian and salutatorian shall be the eligible students with the highest and the second highest rankings as determined by Cooper ISD’s class ranking procedure.

To qualify to give the valedictorian or salutatorian speech at graduation, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to DAEP, a three-day suspension, or expulsion during their eighth grade year. All speeches will be reviewed by designated school personnel.

CLASS RANK / HIGHEST RANKING STUDENT H.S.
The top ten percent of the graduating class qualifies for automatic admission to public Texas universities under education code 51.803.

Beginning with students entering 10th, 11th, or 12th grades in 2016-2017
I. Cooper ISD shall calculate a student’s class rank using only credits earned in the following content areas as defined by the Texas Essential Knowledge and Skills (TEKS):

1. English
2. Mathematics
3. Science
4. Social Studies
5. Foreign Language
6. Business and Technology
   • BIM I & II
   • Web Mastering
   • Accounting

II. Limitations and Exclusions:

A. Grades that will not count toward class rank:
   1. Correspondence Courses
   2. Credit by Examination with or without prior instruction
   3. Summer School Courses
   4. Physical Education
   5. Band
   6. Athletics
   7. Courses taken for college credit only
   8. Courses taken for concurrent enrollment away from the CHS campus
   9. Local credit courses
   10. Vocational courses
   11. Teacher/Office Aides
   12. Fine Arts
   13. Speech/Communications Applications
   14. Health
   15. UIL Prep Classes/Debate
   16. Principles of Information Technology/Digital Media/Practicum of Information Technology
17. Keyboarding
18. Record Keeping
19. Courses that do not qualify under the 6 main subject areas above
20. Problems and Solutions
21. Any course not listed as Advanced, Regular, or Basic

B. Grades that will count toward class rank:

1. Grades earned by junior high students in high school courses listed as Advanced/Regular/ or Basic, taught by certified (in that subject) teachers.
2. Courses that qualify under the 6 main subject areas above.

**Advanced — 8.0**

(AP) Advanced Placement Courses

(DC) Concurrent Enrollment Courses

(H) Honors Courses

Algebra II  Pre-Calculus
8th grade Algebra  Calculus
Computer Programming  Accounting
Anatomy and Physiology  Physics
Chemistry  Special Topics in Social Studies
Foreign Language II, III, IV  Biology AP
Aquatic Science  Chemistry H

Note: Any Honors or Concurrent grades transferred to Cooper High School from another school will be computed for rank at the same level as the subject is offered at CHS.

**Regular — 6.0**

Algebra I  Geometry
Math Models  IPC
CLASS RANK / HIGHEST RANKING STUDENT
The top ten percent of the graduating class qualifies for automatic admission to public Texas universities under education code 51.803.

Beginning with students entering the 9th grade in 2016-2017 and thereafter:

I. Cooper ISD shall calculate a student’s class rank using only credits earned in the following content areas as defined by the Texas Essential Knowledge and Skills (TEKS):

1. English
2. Mathematics
3. Science
4. Social Studies
5. Foreign Language
6. Advanced CTE Courses – designated to count as math or science credit

II. Limitations and Exclusions:

A. Grades that will not count toward class rank:

1. Correspondence Courses
2. Credit by Examination with or without prior instruction
3. Summer School Courses
4. Physical Education
5. Band
6. Athletics
7. Courses taken for college credit only
8. Courses taken for concurrent enrollment away from the CHS campus
9. Local credit courses
10. Vocational courses
11. Teacher/Office Aides
12. Fine Arts
13. Speech/Communications Applications
14. Health
15. UIL Prep Classes/Debate
16. Principles of Information Technology/Digital Media/Practicum of Information Technology
17. Keyboarding
18. BIM
19. Record Keeping
20. Courses that do not qualify under the 6 main subject areas above
21. Problems and Solutions
22. Any course not listed as Advanced, Regular, or Basic

B. Grades that will count toward class rank:
   1. Grades earned by junior high students in high school courses listed as Advanced/Regular/ or Basic, taught by certified (in that subject) teachers.
   2. Courses that qualify under the 6 main subject areas above.

Advanced — 8.0

(AP) Advanced Placement Courses
(DC) Concurrent Enrollment Courses
(H) Honors Courses

Algebra II H  Pre-Calculus
8th grade Algebra  Calculus
Anatomy and Physiology  Physics
Chemistry H  Special Topics in Social Studies
Foreign Language I H II (DC)                     Biology H
Biology AP                                        Chemistry H

Designated Advanced CTE Courses Counting as Math or Science Credit

Note: Any Honors or Concurrent grades transferred to Cooper High School from another school will be computed for rank at the same level as the subject is offered at CHS.

**Regular — 6.0**

Algebra I                                      Geometry
Math Models                                    IPC
Biology                                        Foreign Language I, II
World Geography                                World History
Aquatic Science                                
U.S. History                                   U.S. Government
Economics                                      English I, II, III, IV
Algebra II                                     Chemistry

**Basic — 4.0**

**Modified courses**

Local courses designed to take the place of an Advanced or Regular course

**WEIGHTED GRADE SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Classes</th>
<th>Regular</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8.0</td>
<td>6.0</td>
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<td>93</td>
<td>7.3</td>
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Grades 9th-11th

Class ranking for Freshmen-Junior students shall be calculated by averaging semester grades earned in their high school career, and any high school course taken in eighth grade for which a student earned graduation credit and is a class that figures in the ranking. The numeric semester average shall earn grade points according to Cooper ISD’s weighted scale. The final ranking for 9th-11th graders will be calculated and reported after the end of the school year when all grades are complete.
SENIORS

Class ranking for senior students shall be calculated by averaging semester grades earned in grades 9-12 and any high school courses taken in eighth grade for which a student earned graduation credit and is a class that figures into the ranking. The numeric semester average shall earn grade points according to Cooper ISD’s weighted scale. The final senior ranking will be determined using the cumulative grades through the 5th six weeks of their senior year.

Valedictorian/Salutatorian H.S.

The valedictorian and salutatorian shall be the eligible students with the highest and the second highest rankings as determined by Cooper ISD’s class ranking procedure (the highest cumulative grade average in the weighted system) and who completes the Distinguished Program.

To qualify to give the valedictorian or salutatorian speech at graduation, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during their senior year. All speeches will be reviewed by designated school personnel.

In case of a tie, the valedictorian/salutatorian shall be chosen according to the following criteria:

1. Compute the weighted grade average to a sufficient number of decimal places until the tie is broken.
2. If a tie still remains, the student with the highest numerical grade average of all Dual Credit courses taken shall be the valedictorian/salutatorian.
3. If a tie still remains, compare the students’ scores on college entrance tests (if all the tying students have taken the same tests).

To be eligible for valedictorian or salutatorian honors, a student must:

1. Be an honor graduate; and
2. Have been continuously enrolled in the District high school for the four semester’s immediately preceding graduation.

The third ranking honor graduate will be allowed to participate in the commencement exercise.

Eligibility for Honor Graduates

1. Achieve a 4 year average of 90 or above in the Advanced/Distinguished Achievement Program.
**Distinguished Graduates**

Students are required to take at least four classes that count as advanced measures to be considered as a distinguished graduate. Those classes include:

- US History DC
- Government DC
- US History CC (College credit — this is technically the first half of the US History DC)
- Texas Government
- Spanish 1411, 1412
- College Algebra
- English 1301, 1302
- English 2321
- Humanities 1315

**CLASS SCHEDULES**

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

**Schedule Change Policy**

All students will have an opportunity to pick schedules during the second week in August. If a student wishes to make changes they must request a schedule change request form. The form must be turned in no later than the Thursday before the first day of instruction. After that time period, schedule changes will be granted only if there are extenuating circumstances such as a class has already been taken and credit granted, the same class is schedules twice in one semester, or graduation will not occur unless a change is made.

**COLLEGE AND UNIVERSITY ADMISSIONS**

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses)
• Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2018 term, the University will be admitting the top eight percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

[See Class Rank/Highest Ranking Student on page 45 for information specifically related to how the district calculates a student’s rank in class and requirements for Graduation on page 81 for information associated with the foundation graduation program.]

**COLLEGE CREDIT COURSES**

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

• Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP)

• Enrollment in an AP or dual credit course through the Texas Virtual School Network [TxVSN];

• Enrollment in courses taught in conjunction and in partnership with Paris Junior College

• Enrollment in courses taught in conjunction and in partnership with Eastfield College

• Enrollment in courses taught at the following institutions in the district Cooper High School; and

• Certain CTE courses.

If a student academically qualifies to be enrolled in a dual credit course, Cooper ISD may pay for one course per semester. When funding permits, Cooper ISD will pay for up to two
dual credit courses per semester for each student; the maximum of courses to be paid by Cooper ISD for each student during his/her high school career is eight courses.

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

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan. Each dual credit course provides a course syllabus, which has been approved by the college department and campus principal, which will outline the course assignments and specific grading procedures for that class.

**COMMUNICATIONS-AUTOMATED**

**Emergency**

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

[See safety on page 122 for information regarding contact with parent’s during an emergency situation.]

**Nonemergency**

Your child’s school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. [See Safety on page 122 for information regarding contact with parents during an emergency situation.]
COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district’s website at Cooperisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

<table>
<thead>
<tr>
<th>Complaint</th>
<th>Board Policy Code</th>
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<tr>
<td>• Discrimination on the basis of gender</td>
<td>FB</td>
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<td>• Sexual abuse/harassment of a student</td>
<td>FNCJ</td>
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<td>• Loss of credit on the basis of attendance</td>
<td>FEC</td>
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<td>• Removal of a student by a teacher for disciplinary reasons</td>
<td>FOAA</td>
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<td>• Removal of a student to a disciplinary alternative education program</td>
<td>FOAB</td>
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<td>• Expulsion of a student</td>
<td>FOD</td>
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<td>• Instructional materials</td>
<td>EFA</td>
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<tr>
<td>• On-campus distribution of non-school materials to students</td>
<td>FNAA (local), GKDA (local, FNAA (legal)</td>
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CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—as well as
on district vehicles and consequences for violation of these standards. The district has
disciplinary authority over a student in accordance with the Student Code of Conduct.
Students and parents should be familiar with the standards set out in the Student Code of
Conduct, as well as campus and classroom rules. During any periods of instruction during
the summer months, the Student Handbook and Student Code of Conduct in place for the
year immediately preceding the summer period shall apply, unless the district amends either
or both documents for the purposes of summer instruction.

STANDARDS FOR STUDENT CONDUCT
All students are entitled to enjoy the basic rights of citizenship recognized and protected by
law for persons of their age and maturity. District schools shall foster a climate of mutual
respect for the rights of others. Each student is expected to respect the rights and privileges
of other students, teachers, and District staff. The District’s rules of conduct and discipline
are established to achieve and maintain order in the school. Students who violate the rights of
others or who violate District or school rules shall be subject to disciplinary measures
designed to correct the misconduct and to promote adherence by all students to the
responsibilities of citizens in the school community.
Each student is expected to:
• Demonstrate courtesy even when others do not.
• Behave in a responsible manner, always exercising self-discipline.
• Attend all classes, regularly and on time.
• Prepare for each class; take appropriate materials and assignments to class.
• Meet District or campus standards of grooming and dress
• Obey all campus and classroom rules.
• Respect the rights and privileges of other students and of teachers and other District staff.
• Respect the property of others, including District property and facilities.
• Cooperate with or assist the school staff in maintaining safety, order, and discipline.
• Avoid violations of the Student Code of Conduct.
The District may impose campus or classroom rules in addition to those found in the Student
Code of Conduct. These rules may be posted in classrooms or given to the student and may
or may not also constitute violations of the Student Code of Conduct. A student whose
behavior shows disrespect for others, including interference with learning and a safe
environment, will be subject to disciplinary action. School rules and the authority of the
District to administer discipline apply whenever the interest of the District is involved, on or
off school grounds, in conjunction with or independent of classes and school-sponsored
activities.
The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is a reasonable cause to believe it contains articles or materials prohibited by the District.

The District has the right to search a student’s locker whenever there is reasonable cause to believe that it contains articles or materials prohibited by the District.

In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

For rule violations that are not also violation of the Student Code of Conduct, the teacher is not required to make a Student Code of Conduct violation report, and the principal is not required to notify parents.

A school administrator will report crimes as required by law. A school administrator who suspects a crime has been committed on campus will call local law enforcement.

DISCIPLINE
Students are expected to behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and district staff. Student cooperation and respect for the property of others, including district property and facilities are essential to the maintenance of facilities, safety, order, and discipline. Students who violate the Student Code of Conduct or classroom expectations shall be subject to disciplinary action.

It is impossible to cover every discipline situation that might arise in this handbook or in the Student Code of Conduct. The administration will deal with each incident as fairly as possible. How the administration disciplines students other than your own is confidential.

The following discipline management techniques, including restorative discipline practices, may be used or in combination for Student Code of Conduct and non-Student Code of Conduct violations:

• Oral correction
• Cooling-off time or “time-out”
• Seating changes within the classroom
• Counseling by teachers, counselors, or administrative personnel
• Parent-teacher conferences
• Temporary confiscation of items that disrupt the educational process
• Grade reductions for cheating, plagiarism, and as otherwise permitted by policy
• Rewards or demerits
• Behavioral contracts
• Sending the student to the office or other assigned area
• ECO — extended class opportunities
• I.S.S. — In School Suspension
• Detention
• Replacement costs for damaged property
• Assigned school duties other than class tasks
• Out-of-school suspension
• Placement in a Disciplinary Alternative Education Program
• Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
• Techniques or penalties identified in individual student organizations’ extracurricular standards of behavior
• Withdrawal or restriction of bus privileges
• School-assessed and school-administered probation
• Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use
• Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
• Other strategies and consequences as specified by the Student Code of Conduct

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with policy FNG (LOCAL). Consequences will not be deferred pending the outcome of a grievance filed by a parent. A copy of this policy may be obtained from the principal’s office, the central administration office or at Policy on Line at www.cooperisd.net.
DISCIPLINE SETTINGS:

ISS: (in school suspension) ISS will be in a classroom at the JR/SR High School. The number of days a student is in ISS is determined by the administration. If the student misbehaves in ISS or fails to follow ISS guidelines, the ISS supervisor may assign extra days for that student. After extra days, if the student continues to misbehave, then the administrator will be contacted to handle the consequences. A school sack lunch will be provided to students while in ISS. Students in ISS will be able to practice with their team or organization but will not be able to participate or attend any contest. Privileges will be restored at 3:10 p.m. the day a student completes ISS assignment.

DAEP: (alternative educational placement) The DAEP is housed across from the central office. Since students are not allowed to ride the buses while in DAEP, it is up to the parents to provide transportation to and from school when a student is assigned to DAEP. The school day will begin at 7:30 a.m. and will end at 2:15 p.m. Students who are assigned to DAEP are not allowed by law to be on, or use, any property belonging to Cooper ISD (with the exception of the DAEP classroom). The DAEP setting provides counseling services, a computer based core curriculum and physical exercise. Students will be required to complete any assignments sent to them from Cooper ISD. Students who are absent will have their time at DAEP extended to make up for any absences. Misbehavior in DAEP may result in a formal expulsion from CISD.

BUS DISCIPLINE

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

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

Bus Rules

1. Follow all directions and procedures given by the bus driver or aide.
2. Stay in your seat. No yelling, loud talking, profanity or verbal harassment of others.
3. Keep head, hands and feet inside the bus at all times.
4. Do not throw objects outside the bus or out the windows of the bus.
5. Do not eat or drink on the bus.
6. No pushing, shoving or fighting at any time on the bus.
7. No vandalism.
Consequences
The Student Handbook and the Code of Conduct apply to bus conduct/student behavior. If a student vandalizes a bus, they will be expected to reimburse the school district for those repairs in addition to other discipline measures that are deemed necessary.

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

• Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.

• Interference with an authorized activity by seizing control of all or part of a building.

• Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.

• Use of force, violence, or threats to cause disruption during an assembly.

• Interference with the movement of people at an exit or an entrance to district property.

• Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

• Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

• Interference with the transportation of students in vehicles owned or operated by the district.

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

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

CONTAGIOUS DISEASES / CONDITIONS
To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child
has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. The school nurse or the principal’s office can provide information from the Department of State Health Services regarding these diseases.

COUNSELING

Academic Counseling
Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 5th-11th will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

Personal Counseling
The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. A student who wishes to meet with the school counselor should call 903-395-2111. 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 used for assistance.

[Also see Substance Abuse Prevention and Intervention and Suicide Awareness].

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

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

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

CREDIT BY EXAMINATION—If a Student Has Taken the Course

A student who has previously taken a course or subject, but did not receive credit for it, may in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

CREDIT BY EXAMINATION—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC].

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score
of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

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

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

**Dating Violence**

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

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

**Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, 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 educational environment; or substantially interferes with the student’s academic performance. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office or at www.cooperisd.net.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s actual or perceived sexual orientation or gender identity, may include, but not be 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 of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.
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 of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

**Investigation of Report**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.
All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act [FERPA].

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

**DISCRIMINATION**
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 66]

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

The distance learning opportunities that the district makes available to district students are through Texas Tech.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network [TxVSN], as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations on page 64] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the academic advisor. Unless an exception is made by the
administrator, a student will not be allowed to enroll in a TxVSN course if the school offers
the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at
least once each year. If you do not receive a copy or have questions about this policy, please
contact academic advisor.

**DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

**School Materials**

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

The yearbook, is available to students.

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

**Non-school Materials...from students**

**From students**

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

The principal has designated the JH bulletin board, the HS bulletin board, and the front office
bulletin board as the location for approved non-school materials to be placed for voluntary
viewing by students. [See policies at FNAA.]

A student may appeal a principal’s decision in accordance with policy FNG (LOCAL). Any
student who 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 the principal’s approval will be removed.

**Non-school Materials...from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or
auditory materials not sponsored by the district or by a district-affiliated school-support
organization will not be sold, circulated, distributed, or posted on any district premises by
any district employee or by persons or groups not associated with the district, except as
permitted by 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 principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

**DRESS AND GROOMING**

The district’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

1. The district prohibits clothing with:
   - pictures/emblems depicting death or the occults
   - writings that suggest suicide
   - writings that are lewd, offensive, vulgar, obscene
   - writings/pictures that advertise/depict tobacco products, alcohol
   - beverages, drugs, or any other substance prohibited under policy FCNF
   - Any form of dress that may solicit racial discord—including bandannas or towels worn or shown, the confederate flag, swastikas, or Nazi symbolism, etc.
   - gang-related graffiti or symbols
   - lewd, vulgar, obscene, or suggestive writing
   - No pentagrams, inverted crosses or serpents on shirts, jewelry. Skulls may be worn on clothing as long as it deemed appropriate by the administration

2. Any pants, shorts, skirts, or dresses that are worn must reach the **TOP OF THE KNEE**

3. Leggings must be covered by a top that is fingertip length.
4. Pants should be size appropriate. Pants cannot be excessively oversized or sagging. If shirttails are worn to hide the sagging pants, the student will be required to wear his/her shirt tucked into the pants so that the waistline is visible, and the student will be required to wear a belt. Pants should fully cover undergarments at all times.

5. Pants with oversized pockets are not acceptable. Current styles, such as cargo pants, are acceptable as long as no problems arise.

6. Skirts and dresses must reach the top of the KNEE. High slits in skirts or dresses are not acceptable.

7. All blouses’ and shirts’ sleeves must extend to the tip of the shoulder as long as the armhole is the appropriate size (tank tops are not acceptable). Blouses and shirts must be of a length that can be tucked in if required to do so. If the shirt is so short that the midriff shows at any time, wear a T-shirt under the top shirt. Blouses/shirts that are low cut, see through, or show the backs are not permitted. The lower back and midriff should be covered at all times to comply with dress code.

8. Underwear should never be visible.

9. Shoes must be worn at all times. House slippers are not permitted. Any shoes that are distracting or noisy may not be worn.

10. Extreme hair color variations such as blue, green, orange, etc., are not acceptable. Hair should not impair the vision or cause a disruption in the educational process. Some examples of hairdos that are not appropriate are Mohawks, Reverse Mohawks, Thickly spiked hair, and hairstyles with names or words or numbers carved into the hair and any style deemed inappropriate.

11. Caps, hats, bandannas, toboggans, hoods, sweatbands, scarves, wave caps, or other head coverings/adornments are not permitted. Sunglasses may not be worn inside the building. The only exceptions to this rule is for special designated days such as Homecoming and Red Ribbon Week. An exception to sunglasses would be in the event of a medical condition that accompanies a note from a physician.

12. No body piercing adornments other than earrings may be worn. Prohibited are nose rings, cheek rings, lip rings, eyebrow rings, and tongue rings.

13. Clothing that has been torn, cut, and unraveled is not permitted. This does include holes in jeans, no skin exposed above the knee.

14. Shirts, blouses, and pants that are excessively tight and revealing are prohibited.

15. Facial hair is not allowed. Sideburns may not extend below the bottom of the ear. Exceptions can be made with prior approval, such as One Act Play, or a medical exception. Students who come to school with facial hair will be required to shave during their lunch period, prior to eating their lunch. Teachers will submit a list of any students with facial hair to administration, or designee.
If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student may be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Changes are made year to year in this code based on new styles. We cannot cover everything that might be inappropriate attire for school on these pages, so the final discretion on dress rests with the administration

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

**Possession and Use of Personal Telecommunications Devices, Including Cell Telephones**

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal’s office for a fee of $10 for the first offense and $15 for each subsequent offense.

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

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches on page 107 and policy FNF.]

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

**Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.
In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See Searches on page 107 and policy FNF.]

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

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

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

**Acceptable Use of District Technology Resources**

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

**Unacceptable and Inappropriate Use of Technology Resources**

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child Before You Text’ Sexting Prevention
Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS
See Graduation on page 81, and Standardized Testing on page 110.

ENRICHMENT DAYS
Enrichment Days will be days that will be utilized for staff development or for enrichment opportunities for students. Structured activities will be organized by designated staff to support learning during each enrichment day. These activities will include ACT/SAT test prep, career exploration opportunities, character development, co-curricular field trips, tutoring/intervention in specific areas, or various other student enrichment to further their mastery of academic content.

Students will be required to sign up for enrichment activities so that transportation and meal arrangements can be provided by each campus.

2016-2017 Enrichment Days
September 18th  February 09th
October 09th  April 16th
January 15th

ENGLISH LANGUAGE LEARNERS (All Grade Levels)
A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing on
may be administered to an English language learner, 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 English language learners who qualify for services.

If a student is considered an English language learner 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-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [See Transportation on page 115.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing 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 involved in UIL athletic activities and their 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 a complaint of 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.]

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

- A student who receives special education services and who fails to meet the standards in the individualized education program [IEP] may not participate for at least three school weeks.
• An ineligible student may practice or rehearse but may not participate in any competitive activity.

• A student is allowed in a school year up to 15 absences per semester not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 5 absences for state competition. All extracurricular activities and public performances, whether the UIL activities or other activities approved by the board, are subject to these restrictions.

• An absence for participation in an activity that has not been approved will receive an unexcused absence.

Use of District Facilities
School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

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

[For further information, see policies at FM and FO. For student-organized, student-led groups, see Meetings of Non-curriculum-Related Groups]

Offices and Elections
Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: student council, class officers, NHS, Spanish NHS, FFA, FCA, FCCLA.

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

• Costs for materials for a class project that the student will keep.

• Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
• Security deposits.
• Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
• Voluntarily purchased student accident insurance.
• Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
• Personal apparel used in extracurricular activities that becomes the property of the student.
• Parking fees and student identification cards.
• Fees for lost, damaged, or overdue library books.
• Fees for driver training courses, if offered.
• Fees for optional courses offered for credit that require use of facilities not available on district premises.
• Summer school for courses that are offered tuition-free during the regular school year.
• A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles on page 140].
• A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
• In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

**FUND-RAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies at FJ and GE.]
GANG-FREE ZONES
Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 66.]

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>13.5</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>20</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>

GRADING GUIDELINES
Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

The standard grade weighting procedure for classes that have not issued the aforementioned specific grading guidelines will be weighted as follows:

- Minor Grades – 50%
- Major Grades – 50%

Parents can access their student’s grades online at https://cooper-rsccc.esc8.net/txConnect/Login.aspx

[See Report Cards/Progress Reports and Conferences on page 103 for additional information on grading guidelines.]
ACADEMIC DISHONESTY

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

- Copying another student's homework
- Working with others on projects that are meant to be done individually
- Looking at or copying another student’s test/quiz answer
- Using any other method to get/give test/quiz answers
- Taking a test or quiz in part or whole to use or to give others
- Copying information from a source without proper attribution
- Taking papers from other students, publications, or the internet

Those who violate this policy will be disciplined on a case by case basis depending on the seriousness of the violation, prior violation, and other factors. Disciplinary measures include, but are not limited to, redoing assignment/retaking test/receiving a “0” on the project/test, detention, ISS, suspension, or expulsion.

Final Exam Exemptions

Students will have the option to exempt tests at the end of each semester if they qualify with attendance and grades. The following formula will be used to determine eligibility.

- An 80 average in class with no more than one absence
- A 90 average in class with no more than two absences
- No more than 15 combined tardies for the semester

Students who qualify must fill out a form that will provided by the front office. The form will include a parent signature and teacher signature. Eleventh and twelfth-grade students cannot exempt all core classes both semesters. Example: a student could exempt math and history one semester, and science and English the second semester, along with whatever electives they qualify for. The purpose is for students to take at least one semester final in each of their core classes each year. The following scale will be used to determine how many classes can be exempted by each grade.

- 9th can exempt one class
- 10th can exempt two classes
- 11th can exempt three classes
- 12th can exempt four classes

Also see Report Cards/Progress Reports and Conferences
Graduation

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 85.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and illiteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of Credits: Foundation Graduation Program</th>
<th>Number of Credits: Foundation Graduation Program With an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Course Area</td>
<td>Number of Credits: Foundation Graduation Program</td>
<td>Number of Credits: Foundation Graduation Program With an Endorsement</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English***</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>Available Endorsements****:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and Industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multidisciplinary Studies</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28 credits</td>
<td>28 credits</td>
</tr>
</tbody>
</table>

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

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

Available Endorsements

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

• Science, Technology, Engineering, and Mathematics
• Business and Industry
• Public Services
• Arts and Humanities
• Multidisciplinary Studies

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.

Please also review TEA’s Graduation Toolkit

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student’s parent.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.
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 about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

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

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

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

[See policy FMH (LEGAL).]
ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student’s chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities
High School students that have not passed all state and local required course work will not be allowed to participate in the graduation ceremony.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. 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.

Upon the recommendation of the Admission Review and Dismissal (ARD) committee, a student with disabilities may be permitted to graduate under the provisions of his/her Individual Education Plan (IEP).

Under the provisions of Senate Bill 673 a student with a disability who has completed four years of high school, but has not yet completed the requirements of their IEP may participate in a graduation ceremony with his or her classmates. At the time of graduation the student will not receive a diploma. The student must continue the educational process and satisfy all IEP requirements before a diploma is awarded.

**Early Graduation**

A parent is entitled to request in writing, at least 6 weeks prior to the end of the first semester, with the expectation that the request not be unreasonably denied, that the parent’s child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. Education Code 26.003 (a)(3)(C) [see FNG (LEGAL)]

A student who completes the high school program requirements in fewer than four years shall:

- Be ranked in the class with which he/she actually graduates
- Complete all coursework and all state testing requirements of the ninth grade class in which he/she begins high school

Early graduates shall be allowed to tie in rank with a four-year graduate, but shall not be allowed to displace a four-year graduate. Early graduates shall not be eligible for the honors positions of valedictorian, salutatorian, or highest-ranking student.

**Graduation Speakers**

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. Valedictorian and Salutatorian will give speeches during the graduation ceremony. The third ranking student will give the invocation.

To qualify to give the valedictorian or salutatorian speech at graduation, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during their senior year. [See FNA (LOCAL) and the Student Code of Conduct. For student speakers at other school events, see Student Speakers on page 113.]
Graduation Expenses
Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Student Fees page 77.]

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 for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
• Contact the academic advisor for information about other scholarships and grants available to students.

HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 66.]

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [Also see Bullying on page 44 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS
Student Illness (All Grade Levels)
When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. 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. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.
If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (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.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

**Bacterial Meningitis**

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

- **What is meningitis?**
  Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- **What are the symptoms?**
  Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
  
  Children (over 2 year old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
  
  The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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

- **How is bacterial meningitis spread?**
  Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).
The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.

- **How can bacterial meningitis be prevented?**

  Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

  There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective [85-90 percent]. They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

  You should seek prompt medical attention.

- **Where can you get more information?**

  Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, and the Department of State Health Services, Department of State Health Services.

  *Note: DSHS requires at least one meningococcal vaccination on or after the student’s 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must now 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 Immunizations on page 92 for more information.]

**Food Allergies**

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed at Cooperisd.net (Dept/Health Clinic)

**Head Lice (All Grade Levels)**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](http://www.dshs.state.tx.us/health/Prevent/ManagHeadLice.htm).

**Physical Activity for Students in Junior high School**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in junior high school will engage in [30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters]. For additional information on the district’s requirements and programs regarding junior high school student physical activity requirements, please see the principal.

**School Health Advisory Council (SHAC)**

During the preceding school year, the district’s School Health Advisory Council held 4 meetings. Additional information regarding the district’s School Health Advisory Council is available from the chair person, LouAnn Murray [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess
recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See Human Sexuality Instruction on page 16 for additional information.]

**Student Wellness Policy/Wellness Plan**

Cooper ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA [LOCAL] and corresponding plans and procedures to implement the policy. You are encouraged to contact the Food Service Director with questions about the content or implementation of the district’s wellness policy and plan.

**Other Health-Related Matters**

**Physical Fitness Assessment**

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 principal to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines**

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the food service manager. [See policies at CO and FFA.]

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

Students are prohibited from possessing or using any type of tobacco product, electronic 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 all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

**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 superintendent’s office. If you have any questions or would like to examine the
district’s plan in more detail, please contact Director of Facilities and Operations, the district’s designated asbestos coordinator, at 903-395-2111.

**Pest Management Plan**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Director of Facilities and Operations the district’s IPM coordinator, at 903-395-2111.

**HOMELESS STUDENTS**

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, at 903-395-2111.
HOMEWORK
The lowest passing grade a student can make is a 70. Homework is usually due the next class period, and the teachers expect all work done and turned in on time. The homework policy is:

IF HOMEWORK IS NOT TURNED IN ON TIME, THE STUDENT RECEIVES A “0.”

The student then has 2 days to do the assignment and turn it in. The student will receive no higher than a 70 for work turned in within the two days. If the work is not done within the two days, a “0” will remain in the grade book.

Late work would be accepted on the following scale:
1 day - no higher than a 90
2 days- no higher than a 80
3 days- no higher than a 70
4 days- no higher than a 60
5 days- no higher than a 50

After 5 days the work cannot be accepted for grade purposes and will result in a 0 in the gradebook. Cooper Junior High students WILL have one assignment to its’ ICU program to help work be completed. Cooper Junior High plans to have those students complete the work in the 5 day period required. In addition, assignments will be graded as normal and then the appropriate number of points will be deducted.

Illness
[See Student Illness under Health-Related Matters on page 86.]

IMMUNIZATION
A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. 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; rubella (measles), mumps, and rubella; polio; hepatitis A; hepatitis B, varicella (chicken pox), and meningococcal. The
school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted above at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS Web site: **Texas School & Child Care Facility Immunization Requirements.**]

### LAW ENFORCEMENT AGENCIES

#### Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

#### Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
• By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

• By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.

• To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations
The district is required by state law to notify:

• All instructional and support personnel who have responsibility for supervising a student who has been 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

• All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL (LEGAL) and GRAA (LEGAL).]

LEAVING CAMPUS (All Grade Levels)
Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.
State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. 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.

- For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. 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 is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- 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 allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

**LIMITED ENGLISH PROFICIENT STUDENTS**

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both
district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for a LEP student.
In order to determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.
The LPAC will also determine whether certain accommodations are necessary for any state mandated assessments. The STAAR-L, as mentioned at Standardized Testing, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student’s LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.
If a student is considered LEP and receives special education services because of a qualifying disability, the student’s ARD committee will make these decisions in conjunction with the LPAC.

**MAKEUP WORK**

**Makeup Work Because of Absence**

Students who are absent must make up work missed. It is the student's responsibility to ask his/her teacher what needs to be done. The student has the number of days absent plus one day to make up work. If the student's absence is not excused, the grade for the work will be no higher than a 70.

If a student then the student can turn in is absent for: make-up work for full credit within:

1. 1 day .......2 days
2. 2 days ......3 days
3. 3 days ......4 days
4. 4 days ......5 days etc.

Note: the student's first day back counts as Day 1

Excused absences include but are not limited to the following:
1. illness with note from parent(s)
2. UIL/Extracurricular activities - a student is allowed up to 10 absences during the school year and no more than 7 in a semester for UIL activities
3. A District approved mentorship designed to meet the requirements of an advanced measure for the Distinguished Achievement graduation program.
4. Required screening, diagnosis, and treatment for Medicaid-eligible students.
5. Death in Family / Funeral
6. Court appearances
7. Absence required by state or local welfare authorities.
8. Principals excused not deemed Permissible.

Unexcused Absences include all absences not specified as Permissible or Excused.

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 course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

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

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

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

• Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

• Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

• Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

• In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
  • In accordance with the guidelines developed with the district’s medical advisor; and
  • When the parent has previously provided written consent to emergency treatment on the district’s form.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

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

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

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

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

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

**Nondiscrimination Statement**

In its efforts to promote nondiscrimination, Cooper ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- **Title IX Coordinator, for concerns regarding discrimination on the basis of gender:** Denicia Hohenberger 903-395-2111
- **ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:** Lisa Landers 903-395-2111.
- **All other concerns regarding discrimination:** See the superintendent, Denicia Hohenberger 903-395-2111

[See policies FB (LOCAL) and FFH (LOCAL).]

**Physical Examinations / Health Screenings**

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules 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 middle school competition and the first and third years of high school competition. During the alternate years, the student must complete
a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

**FFAB (LEGAL), FFAB (EXHIBIT)**
The services of a registered nurse are available to all students. The school nurse conducts visual, auditory, and spinal screenings.

Immunization requirements for enrollment are available on our Cooperisd.net web site or on the Texas Department of Health at: [www.dhs.state.tx.us/immunize/docs/school/6-14.pdf](http://www.dhs.state.tx.us/immunize/docs/school/6-14.pdf)

**PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**
Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See *Reciting the Pledges to the U.S. and Texas Flags* on page 117.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information]

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

**PROMOTION AND RETENTION**
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

**Junior High Promotion**
In grades 6-8, a student is promoted from one grade to the next based on academic performance and attendance. Cooper Junior High Students must pass 4 out of 5 core classes in order to be promoted to the next grade. The core classes will be Science, Social Studies, English, Reading, and an average between Math and Math Lab. Eighth graders will also face state mandatory testing requirements in order to be promoted to high school. At the end of
the first 3 weeks of a grading period, a student whose performance in English, math, science, or social studies is below 75 is issued an unsatisfactory progress report to take home to parents. Report cards are sent home at the end of each six weeks. Junior High students that have not passed all state and local required course work will not be allowed to participate in the graduation ceremony.

**High School Promotion**

A student is promoted from one grade to the next on the basis of academic achievement. For promotion in high school, promotion is based on number of credits earned.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>13.5</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>20</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student’s current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student at any grade level 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 for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing**.]

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to
improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the academic advisor or principal and policy EIF (LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

Remedial Course Placement
A Junior High student will be placed in a remedial course based on the following criteria:

1. Student has scored one or more years below grade level on the district’s standardized achievement test.
2. Student has failed to demonstrate mastery on one or more areas of the most recent STAAR test.
3. Student has been recommended, based on prior performance in academic courses by the teacher, principal, or counselor. EIE (LOCAL)

RELEASE OF STUDENTS FROM SCHOOL
Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.
A student who will need to leave school during the day must bring a note from his or her parent that morning or call and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

Students who leave school without signing out and/or without permission from the administration are considered truant and subject to disciplinary action.

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 grading (six times per year).

At the end of the first three weeks of a grading period, parents will be given a written progress report to show their child’s 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.

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. The standard grading computation procedure for classes that have not issued the aforementioned specific grading guidelines will be computed using the following weights: 6/7 – average of three six weeks and 1/7 semester exam.

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

RETIATION

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 66.]
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 should:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance
Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Preparedness Drills: Fire, Tornado, and Other Emergencies
From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Fire Drill whenever the alarm is sounded please follow the established evacuation procedures
An announcement will be made when it is time to re-enter the building and return to class

Tornado Drill
1 continuous bell--move quietly but quickly to the designated locations an announcement will be made when it is time to return to class

Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date
(name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

**Emergency School-Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency. In the event of an emergency the school district will use a variety of communication outlets in order to get information to parents, including the computerized call out system, Face book and Twitter accounts. Parents are encouraged to also pay close attention to the following radio and television stations if an emergency should arise:

**Radio:**

KOYN           FM 93.9       Paris  
KEMM           FM 92.1       Greenville  
KETR            FM 88.9       Commerce  
KPLT          FM 107.7       Paris  
KPXI          FM 100.7       Mt. Pleasant

**Television:**

WFAA,           Channel 8   Dallas

**SAT, ACT, AND OTHER STANDARDIZED TESTS**

[See Standardized Testing on page 110.]

**SCHOOL FACILITIES**

**Use by Students before and After School**

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

The following areas are open to students before school, beginning at 7:00 a.m.

- Cafeteria

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

**Conduct Before and After School**

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

**Use of Hallways during Class Time**

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

**Cafeteria Services**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily.

Free and reduced-price meals are available based on financial need or household situation. Information about a student’s participation is confidential; however, disclosure of a student’s eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch ACT (NSLA), which is the law that sets forth the disclosure limits for the district’s child nutrition programs. A student’s name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state’s children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed. A parent’s decision will not affect the child’s eligibility for free and reduced-price meals or free milk. See the Food Service Director to apply for free or reduced-price meal services.

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 (LEGAL).]

Breakfast….$1.25 for students…$1.50 for adults

Lunch…….$2.50 for students…$3.50 for adults

**Lunch Room Charges**

It is preferred that those students not eligible for the Free/Reduced Lunch program prepay for lunches through the My School Bucks web site which can be found on the District home page under “For Parents”. Students may charge up to a maximum of $10.00 on their accounts. Once the $10.00 limit is reached all charging privileges will be revoked until the account is brought current. Until such charges are paid in full, the student will receive a sack lunch consisting of a peanut butter sandwich and water. If at the end of the school year any account is not brought current, that negative balance will follow the student to the following school year. The student will continue to receive a sack lunch until the balance is brought current.
Library
The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- Monday-Friday 7:45-8:00
- Monday-Friday during lunch
- Monday-Friday 3:15-3:45

Meetings of Non-curriculum-Related Groups
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).

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

SEARCHES
In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students’ Desks and Lockers
Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

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

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

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 telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a
lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF (LEGAL) and Electronic Devices and Technology Resources on page 73 for more information.]

**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 is locked and that the keys are given to others. [See the Student Code of Conduct.]

Vehicles parked on school property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion 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.

**Trained Dogs**

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

**Metal Detectors**

[For further information, see policy FNF (LOCAL).]

**Drug-Testing**

[For further information, see policy FNF (LOCAL). Also see Steroids on page 112.]

Cooper ISD Drug Testing:

Any Cooper ISD student in grades 6-12 who participates in an athletic or academic extracurricular activity, a school sanctioned activity, or who drives a vehicle on school property will participate in random drug testing. All students, parents, or guardians must consent to random drug testing. If any student, parent, or guardian refuses to consent of drug testing, that student will be denied participation or involvement in CISD extracurricular activities or driving on campus. Testing location will be on Cooper ISD property.
Any student that fails a drug test will be tested for one calendar year from the date they fail. Each sponsor will submit a list of their students and the campus principal will submit a list of students with parking permits. These lists will be consolidated to form a master list for the student’s names from which to be chosen. Each list will need to be updated each time a sponsor, and/or principal allows a new student’s involvement or driving privileges. The testing company approved by the school board (Compliance Consortium Corporation) will choose the students by inserting the consolidated lists into a computer system to be randomly chosen.

Should a student fail a test, there will be outlined consequences to be followed. In addition, each extracurricular entity may also have consequences outlined in their constitution, handbook, or policies.

A student that refuses to submit a sample will receive the same consequences as a student that tests positive. A student refusing to submit a sample will be given one hour to change his or her mind without leaving the testing site.

A student that agrees to the drug test but can’t produce a sample will be given extra time without leaving the testing site. If a student is still unable to produce their sample, they will receive the same consequences as a student that tests positive.

Contacts for testing:

The school officials to contact concerning drug testing will be Ronnie Green, Richard Roan, and Julie Silman. The school officials will contact school sponsors, the student, and the student’s parent or guardian of positive test results. A meeting will be set at this time to inform the student’s parent or guardian of the consequences that will be followed. Consequences will begin immediately once the school officials have been informed.

Consequences for positive test:

Offenses will accumulate for the student’s CISD career in grades 6-12

The student will test on each testing date for one calendar year. After the calendar year the student’s name will added back to the master list.

The student will be ineligible for any extracurricular activity or driving on school campus for the following time periods (days of suspension are “calendar days”):

1st offense- 15 day suspension

2nd offense- 6 month suspension

3rd offense- Lifetime ban from all extracurricular activities and driving privileges

Students must practice with the team or organization but will not be able to participate in any contest. Individual sponsors may have consequences for their own entity. Privileges will be restored at 3:10 p.m. after the suspension.
SEXUAL HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 66.]

SPECIAL PROGRAMS
The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, and migrant students, English language learners, 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 academic advisor.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)
Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the Academic Advisor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for and end-of-course testing requirement in certain circumstances. A student’s performance at a certain level on the SAT and 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 purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.
STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level. [See Promotion and Retention on page 118 for additional information.]

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.

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

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

STAAR end-of-course [EOC] assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments 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.

STAAR Alternate 2, is available for eligible students receiving special education services who meet certain criteria established by the state, as determined by the student’s ARD committee.
An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan.

[See Graduation on page 77 for additional information.]

STEROIDS
State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE
In an effort to provide educational stability the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

A student who is placed in the custody of the state and who is moved outside of the district’s attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact the High School Principal, who has been designated as the district’s liaison for children in the conservatorship of the state, at 903-395-2111 with any questions.

Students Who Are Homeless
Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
• The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
• Eligibility requirements for participation in extracurricular activities; and
• Graduation requirements.

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

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

**STUDENT SPEAKERS**

The district provides students the opportunity to introduce the following school events: Graduation. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

[See policy FNA (LOCAL) regarding other speaking opportunities and Graduation on page 81 for information related to student speech at graduation ceremonies.]

**Substance Abuse Prevention and Intervention**

If you are worried that your child may be using or is in danger of experimenting, using, 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 Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Children and Adolescents.

**SUICIDE AWARENESS**

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

**SUMMER SCHOOL**

A student cannot miss more than two days of summer school. Failure to comply with attendance requirements will result in loss of credit or denial of promotion.
A student may be granted permission to make up a course during Flex week. If permission is granted the student will be given a plan created by a staff member and approved by the administration. The plan must be completed during Flex week and assignments turned in must satisfy passing standards.

**TARDINESS**

Students who are less than 10 minutes late to class are designated tardy. Students who are tardy more than 10 minutes are considered absent. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Tardy Consequences:

- The student is allowed 2 free tardies
- 3rd tardy—detention or swats
- 4th tardy—detention or swats
- 5th tardy—2 hours of Saturday school
- 6th tardy—4 hours of Saturday School
- 7th tardy—ISS or Multiple Saturday School
- Beyond 7 consequences are principal discretion

Students have plenty of time between classes. If the tardy is caused by the teacher, the teacher will write a note excusing the student.

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage 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.

**Transfer Students**

Students transferring into CISD with letter grades shall receive number grades according to the following conversion scale:

| Conversion Scale |
Advanced courses will receive weighted rankings ONLY if a comparable course is offered at Cooper High School

TRANSFERS
The principal is authorized to transfer a student from one classroom to another.
[See Safety Transfers/Assignments on page 33, Bullying on page 44, and Students Who Have Learning Difficulties or Who Need Special Education Services on page 34, for other transfer options.]

TRANSPORTATION
School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Field Trips (School-Sponsored)
Parents will be asked to sign permission forms when students go on school-sponsored field trips. The only exception is when the travel location is close to the school, and the time frame is not extensive. For example, a classroom teacher may take a group of students out to collect leaves for a student project, etc.

The criteria for field trips that are extracurricular follow. A student may go if:
• He/she is passing all subjects the day before the trip
• He/she has not been absent more than 5 days within the six weeks of the trip
• He/she has not had a total of 8 or more absences for the year (a doctor's note excusing an absence is not included in the above)
• He/she has all make-up work turned in from absences
• He/she has returned the signed permission form on time
• He/she does not have a record of misbehavior, ISS, detentions, — the final decision rests with the principal

Any student, who misbehaves on a field trip or on the transportation to or from the trip, will not be allowed to attend any other field trips for the rest of the year.

**Buses and Other School Vehicles**

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

Bus routes and stops will be designated annually and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Facilities and Operations Director at 903-395-2111.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

• Follow the driver’s directions at all times.
• Enter and leave the vehicle in an orderly manner at the designated stop.
• Keep feet, books, instrument cases, and other objects out of the aisle.
• Not deface the vehicle or its equipment.
• Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
• Not possess or use any form of tobacco on any district vehicle.
• Observe all usual classroom rules.
• Be seated while the vehicle is moving.
• Fasten their seat belts, if available.
• Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
• Follow any other rules established by the operator of the vehicle.
Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus may be suspended or revoked.

UIL RULES AND PROCEDURES
Cooper ISD will follow all UIL Rules standard for student eligibility and participation in UIL events, including No Pass, No Play. Certain courses, such as Dual Credit and Advanced Placement (AP), have been selected by Cooper ISD to be exempted from the UIL’s No Pass, No Play requirements.

UIL STUDENT AWARDS
The Constitution and Contest Rules of the University Interscholastic League (UIL) specifies the type and amount of awards, which can be made to students and groups participating in League activities. The local school district is given discretion as to the criteria for giving such awards to its participating students. The following procedures are established:

MAJOR AWARDS
• Major awards to a student may not exceed the dollar limit established by UIL rules. Major awards may be awarded to an individual student only once during enrollment in Cooper High School for participation in one of the following activities:

Varsity Athletics, Music, and Literary events. A major award in any of the above activities makes a student ineligible from receiving a major award in any of the other above activities. Current UIL rules place a limit of $50 in value to a student during that student’s high school enrollment at the same school for participating in UIL competition. Students must complete the season of activity which he or she is enrolled.

A student may qualify for a major award as specified herein:

a. Football — an athlete must play 16 quarters of varsity football and remain a member of the team throughout the season or have been a member of the varsity football team for two complete years, including the senior year.

b. Basketball — an athlete must play in 40 quarters of varsity basketball during a regular season and remain in the basketball program throughout the season or have been a member of the varsity team for two complete season, including the senior year.

c. Baseball — an athlete must play in one-half (1/2) of the scheduled games and be a member of the team throughout the season or have been a member of the team for two complete consecutive season, including the senior year.
d. **Softball** — an athlete must play in one-half (1/2) of the scheduled games and be a member of the team throughout the season or have been a member of the team for two complete consecutive seasons, including the senior year.

e. **Tennis** — an athlete must earn a minimum of fifteen (15) points in tennis competition and be a member of the team throughout the season or have been a member of the team for two complete seasons, including the senior year.

Points may be earned as follows:

- 1 Point for participation in each scheduled tournament
- 1 Point for winning each tournament match and 3 points for each tournament won
- 1 Point for each dual match played
- 15 points for first place in district
- 10 Points for second place in district
- Points may be accumulated from year to year.

f. **Track** — an athlete must score a total of fifteen (15) points in invitational meets, or enter at least three events in every invitational meet and score one (1) point in the district track meet or be a member of the track team for two complete seasons, including the senior year. Points will be awarded on a basis of 10 points for first; 8 points for second; 6 points for third; 4 points for fourth; 2 points for fifth; and 1 point for sixth; regardless of whether it is a relay or individual event. Points may be accumulated from year to year.

g. **Golf** — an athlete must earn a minimum of fifteen (15) points in golf competition and be a member of the team throughout the season or be a member of the team for two complete seasons, including the senior year. Points may be earned as follows:

- 1 Point for participation in each scheduled tournament
- 1 Point for each tournament in which the score is used in the team score total
- 1 Point for first or second place team score in a scheduled tournament
- 5 Points for first or second place medalist is a scheduled tournament
  15 Points for first place medalist or team in district
  10 Points for second place medalist or team in district
- Points may be accumulated from year to year

h. **Cross Country** — the athlete must participate in three major invitational cross-country meets finishing in the top 25 percent of runners twice; or be a team member for two consecutive years including the senior year.

i. **Music** — A band member (in grades 9th – 12th) must earn a minimum of 15 points in band competition. Points may be accumulated from year to year. Points are awarded as follows:

Points – Participated in Regional Marching Competition
5 Points – Participated in Regional Concert and Sight-Reading
15 Points – Makes the All-Region Band
15 Points – Receives a Superior rating on a Class One Solo or Ensemble at the Regional Solo and Ensemble Competition
15 Points – Competes in any State Music Competition

j. **Literary** — A participant must earn a minimum of fifteen (15) points in UIL Literary competition or be a participant in three major invitational meets, including the district meet for three (3) years, including the senior year. Points are to be awarded as follows:

- 5 Points in places 1-4 in District Competition
- 8 Points in places 1-4 in Area Competition
- 10 Points in places 1-4 in Regional Competition
- 15 Points in places 1-4 in State Competition

Points may be accumulated from year to year and the participant does not need to compete each year in the same event.

k. **One Act Play** — A participant must earn a minimum of fifteen (15) points in One Act Play Competition. Points may be accumulated from year to year. Points are to be awarded as follows:

- 5 Points for participation in District Competition
- 5 Points for Advancement past the District round of competition

l. **Cheerleading** — A participant must be elected to a position on the varsity squad. A Participant must participate as a cheerleader in all football games, all home basketball games, and any other assigned activity by the Cheerleader sponsor. The participant must be a member in good standing of the varsity squad when awards are ordered in the spring.

EXCEPTIONS: the sponsor must approve excused absences. Basketball game requirements will be on a rotation basis approved by the cheerleader sponsor.

m. **FFA** — the following is a listing of the requirements for FFA students to receive a letter jacket. Participants must be a member of the FFA, and they must be enrolled in an agri-science class. Jacket will be awarded by a point system. Points can be earned from different areas of competition within the FFA. These areas are LDE contest, CDE contest, public speaking contest and showing livestock. The agri-science teacher must verify these points. A participant must earn a minimum of 15 points.

n. **Robotics**
   1. The student must attend all Hub meetings, (Kick-off, Mall Day and Final Completion)
   2. The student must attend at least five (5) of the six (6) Saturday working meetings.
   3. The student must attend at least 25% of the before or after-school work meetings.
   4. The student must maintain a GPA of 70 percentile across the board.
5. The student must represent Cooper High School at all times with a respectful, academically appropriate, and courteous demeanor.
6. The student cannot have been academically or extra-curricularly suspended for any reason during the course of competition, (no ISS or DAEP).

1. Points may be earned as follows:
• 1 point for participating in any district, area or state contest
• 2 Points for placing in area contest
  2 Points for attending the state FFA convention
  5 Points for placing in top five at state
• 5 Points for being a member of the Ag mechanics show team

2. Points can be accumulated over more than one year.

3. Students can also earn an FFA letter jacket if they are a member of the FFA show team for two (2) consecutive years and attend 75% of the shows that the team enters each year plus show two (2) consecutive years at the Delta Co. Junior Livestock Show.

Special Circumstances
a. A student transferring (moving) into Cooper High School may qualify for a major award in those activities requiring two years participation when the student, due to circumstances beyond his control, could not participate for two full consecutive years
b. Any student who is a contestant in a UIL State Meet activity as a representative of Cooper ISD and who has not previously been awarded a major award shall be eligible to receive a major award in that activity.

c. An athlete who has not previously won a major award and who has been injured, and cannot continue due to the advice of a physician, may be given an award in the sport in which he or she was injured upon the recommendation of the awards committee.

d. A member or manager may be given a major award for faithful performance and contribution to the team upon recommendation of the awards committee.

e. Major awards may be withheld from a student when his conduct, in the opinion of the awards committee, has created an adverse reflection upon the school and/or the participants in a program in which the student otherwise is eligible for a major award. A band student who has participated in the Cooper Band and who cannot continue due to a physician’s advice may be given an award in Band upon the recommendation of the awards committee.
B. MINOR AWARDS

• Symbolic awards not to exceed the dollar limit established by UIL Rules (currently $10.00) may be given each year to an individual participant for each additional inter-school activity and for the year in which a major award is given. UIL Rules supersede this procedure.

• A student may qualify for a minor award if the criteria of a major award as specified in Section A-2 has been met and a major award has been given previously in that activity or a major award has been given in another eligible activity.

• A minor award may be presented to students who place (first through sixth) at district, regional, or state literary meets, provided that student does not otherwise qualify for a literary award. Only the patch for the highest-level meet in which the student places will be given.

C. AWARDS COMMITTEE

1. The awards committee will be composed of the following persons: High School Principal, Band Director, Athletic Director, and the Academic Director. The High School Principal will chair the committee.

2. The Awards Committee will (a) receive recommendations for the major and minor awards from activity sponsors:

   (b) Confirm that students recommended for awards are qualified to receive the specified award and assure that granting of such awards will not violate UIL Rules;

   (d) Recommend to the Superintendent the type of major and minor awards to be given;

   (e) Investigate and make recommendations on granting awards based on unusual circumstances not covered in these procedures;

   (f) Submit a list of students and the recommended awards to the Superintendent for final approval; and

   (g) Determine the time for formal announcements and presentation of awards.

3. The Chairpersons of the Awards Committee will maintain a record of all students receiving UIL Awards. Copies of this record will be forwarded to the Superintendent at the end of each school year.

4. The recommendations of the Awards Committee are subject to final approval by the Superintendent.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended, both this year and for years to come, littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and
will be subject to criminal proceedings as well as disciplinary consequences in accordance with
the Student Code of Conduct.

**VIDEO CAMERAS**

For safety purposes, video equipment is used to monitor student behavior, including on buses
and in common areas on campus. Students will not be told when the equipment is being used.
The principal will review the video recordings routinely and document student misconduct.
 Discipline will be in accordance with the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or
a board member, state law requires the district to place video and audio recording equipment in a
classroom in which the student spends at least 50 percent of his or her instructional day, referred
to in the law as a self-contained classroom. The majority of students in this type of classroom
must also be students who receive special education services. Before the district places a video
camera classroom or other setting in which your child receives special education services, the
district will provide notice to you. Please speak directly with the principal for further
information or to request the installation and operation of this equipment.

[See EHBAF(Local).]

**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
must comply with all applicable district policies and procedures. When arriving on campus, all
parents and other visitors should be prepared to show identification.

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. Even if the visit is approved
prior to the visitor’s arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive
behavior will not be permitted.

**CLOSED CAMPUS**

However, parents are welcome to have lunch with their student. Parents may eat in the school
cafeteria, or bring in lunch for their student. We do ask that parents to come to the office and
sign-in before joining their student. Parents are not allowed by law to bring food and/or drink for
students that are not their child. Disruptive behavior will not be permitted.
Visitors Participating in Special Programs for Students

On High School Career Day Cooper ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal’s office.

On the student’s last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record.

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

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

**ACT** refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student’s absences when the student’s attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or final grade lost because of absences.

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

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, Algebra I, Biology, and United States History.

**FERPA** refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student’s parent or a student 18 or older directs the school not to release directory information.

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

**NCLB Act** is the federal No Child Left Behind Act of 2001.
PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

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

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student’s ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the exit level TAKS or STAAR EOC assessment, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.
**TAKS** is the Texas Assessment of Knowledge and Skills, the state’s standardized achievement test, which is currently being transitioned to the STAAR program. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment, for which satisfactory performance is required for graduation.

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

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

**UIL** refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.