

## **BOARD MEETING MINUTES**

A Regular Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, August 18, 2025 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

### **ATTENDANCE:**

Jerry Don Black: Present

Robert Frost: Present

Jay Louder: Present

Bethany Powell: Present

Rufus Quintanilla: Present

Cody Walton: Present

Greg Welch: Present

Present: 7.

### **1. CALL TO ORDER AND ANNOUNCE A QUORUM**

# CLYDE CISD

EMPOWERING LEADERS. COMMITTED TO SUCCESS.

## VISION

CLYDE CISD WILL EMPOWER SUCCESSFUL LEADERS FOR THE CHALLENGES OF THE FUTURE.

## CORE BELIEFS AND COMMITMENTS

WE BELIEVE ALL STUDENTS ARE CAPABLE OF SUCCESS.

We will provide a safe, secure and challenging environment.

We will value individual student growth in all areas.

We will value each employee and student's educational growth and learning.

WE BELIEVE IN MAKING STUDENT-DRIVEN & DATA-INFORMED DECISIONS.

We commit to putting the whole child first.

We will consider multiple sources of data when making decisions.

WE BELIEVE EVERYONE HAS LEADERSHIP CAPABILITIES.

We commit to instilling the 7 Habits of Highly Effective People in our students and staff.

We will foster leadership opportunities for students, staff, parents, and community.

WE BELIEVE PARENT/GUARDIAN PARTICIPATION & COMMUNITY COLLABORATION ARE ESSENTIAL.

We commit to improve educational outcomes by engaging in collaborative relationships.

## MISSION

TEACHING, ENCOURAGING, ACHIEVING, MOTIVATING

2. **INVOCATION**
3. **PLEDGES OF ALLEGIANCE**
4. **RECOGNITION OF VISITORS/PUBLIC COMMENT**

## Board Operating Procedures for Public Comment

### Speaker Signup

Individuals who wish to provide public comment or testimony to the Board at the designated time during a Board meeting must sign up in advance of the Board meeting by email ([contact@clydeisd.org](mailto:contact@clydeisd.org)) or in-person at the Clyde CISD Administration Offices. Signup will open 72-hours prior to the posted Board meeting and close at 3:00pm on the day of the meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.

If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.

### Topic of Public Comment

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

### Time for Public Comment

Generally, the Board will conduct public comment at the beginning of its Board meetings.

However, in the interest of time and the orderly conduct of public business, the Board reserves the right to:

- Increase or decrease the per-speaker time limit to address the Board.
- Move comment on non-agenda topics to the end of the meeting.
- Take items in a different order than shown on the meeting notice.
- Proceed first with agenda items for which no speakers have registered to provide comment.
- Recommend that comments involving the performance of individual District employees or officers be made through the grievance policy.
- Require that comments involving personally identifiable student information be made through the grievance policy.
- Continue a meeting or an agenda item to another day in order to allow adequate time for public comment.
- Make other reasonable adjustments to the timing of public comment in accordance with law.

The Board delegates to its presiding officer the authority to make reasonable adjustments to the timing and conduct of public comment in accordance with law. [See BDAA]

The presiding officer will announce these adjustments in an open meeting.

### **Per-Speaker Time Limit**

A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5) the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given one (1) additional minute as additional time to address the Board.

### **Written Comments to the Board**

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

***Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline.***

Written submissions to the Board are subject to public disclosure in accordance with the law.

## Public Comment Signup Sheet

Public comment at regular Board meetings will be conducted in accordance with BED(LOCAL) and the Board's procedures on public comment.

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

***Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline. Anonymous submissions will not be addressed.***

The following guidelines apply to public comment:

1. Individuals must sign up in advance by email ([contact@clydeisd.org](mailto:contact@clydeisd.org)) or in-person at the Clyde CISD Administration Offices. Signup will open 72 hours prior to the posted Board meeting time and close at 3:00pm on the day of the Board meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.
2. If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.
3. The period reserved for public comment at a Board meeting will generally occur at the beginning of the meeting. However, in the interest of time and the orderly conduct of public business, the presiding officer may make adjustments in accordance with the Board's adopted procedures on public comment.
4. A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5), the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given more time to address the Board in accordance with the Board's adopted procedures.
5. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for the meeting.
6. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns for employees, students or their parents, and the general public. [See DGBA, FNG, and GF] Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact the superintendent's office at (325) 893-4222. If the subject of a speaker's comment involves a pending grievance, the speaker should seek resolution

through the grievance process and address the Board only at the appropriate stage of that process.

7. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters on the agenda in closed session, including matters involving individual District staff members and individual students. If a speaker's comment concerns one of these subjects, the speaker should address the concern through the District's complaint policies.
8. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please provide the information requested below if you wish to address the Board during the public comment period:

Name: \_\_\_\_\_

Telephone or other contact information: \_\_\_\_\_

Will you be accompanied by a translator?

- Yes (if known, please provide the name of the translator: \_\_\_\_\_)
- No

Does the topic or topics on which you wish to address the Board appear on the current agenda?

- Yes
- No

If Yes, please indicate the topic or topics on the agenda about which you wish to address the Board:

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If No, please list any topics on which you would like to comment that are not on the agenda for the meeting:

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5. **PUBLIC HEARING: 2025-2026 CLYDE CISD PROPOSED BUDGET and TAX RATE**
6. Consideration and Possible Action to Approve the 2025-2026 Clyde CISD Budget by Fund and Function

**Proposed Budget**  
**Clyde Consolidated Independent School District**  
**For the 2025-2026 Fiscal Year**

ADA: 1285

	<b>Fund 199</b>	<b>Fund 240</b>	<b>Fund 599</b>	<b>Total</b>
	<b>Operations</b>	<b>Food Service</b>	<b>Debt Service</b>	
	Sep-25	Sep-25	Sep-25	Sep-25
	2025-2026	2025-2026	2025-2026	2025-2026
	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>
<b>5711 Property Tax Revenue</b>	4,251,706			4,251,706
<b>57xx Other Local Revenue</b>	504,000	0	1,549,209	2,053,209
<b>58xx State Revenue</b>	12,717,031	0		12,717,031
<b>58xx TRS On behalf/Med Part D</b>	845,816	0		845,816
<b>59xx Federal Revenue &amp; SHARS</b>	0	900,922		900,922
<b>79xx Other Resources-Transfer in</b>	0	-	-	0
<b>Total Revenue</b>	<b>\$ 18,318,553</b>	<b>\$ 900,922</b>	<b>\$ 1,549,209</b>	<b>\$ 20,768,684</b>
	Sep-25	Sep-25	Sep-25	Sep-25
	2025-2026	2025-2026	2025-2026	2025-2026
	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>
<b>Function - Description</b>				
<b>11-Instruction</b>	8,805,292			8,805,292
<b>12-Media Resources</b>	265,644			265,644
<b>13-Curric &amp; Instrl Staff Dev</b>	215,540			215,540
<b>23-School Leadership</b>	906,100			906,100
<b>31-Guidance and Counseling</b>	444,348			444,348
<b>33-Health Services</b>	286,340			286,340
<b>34-Transportation</b>	595,335			595,335
<b>35-Food Service</b>	20,000	910,922		930,922
<b>36-Cocurricular/Extracurricular</b>	1,324,816			1,324,816
<b>41-General Administration**</b>	628,216			628,216
<b>51-Facilities Maintenance &amp; Oper</b>	2,799,701			2,799,701
<b>52-Security &amp; Monitoring Services</b>	280,802			280,802
<b>53-Data Processing Services</b>	846,842			846,842
<b>71-Debt Service</b>	52,000		1,494,676	1,546,676
<b>93-Payments to Fiscal Agent</b>	664,577			664,577
<b>99-Intergovernmental Charge</b>	183,000			183,000
<b>00-Other Uses-Transfer out</b>	0			0
<b>Total</b>	<b>\$ 18,318,553</b>	<b>\$ 910,922</b>	<b>\$ 1,494,676</b>	<b>\$ 20,724,151</b>
<b>Surplus or (Deficit)</b>	<b>\$ -</b>	<b>\$ (10,000)</b>	<b>\$ 54,533</b>	<b>\$ 44,533</b>

\*\* Function 41 includes the following:  
\$1500 for all statutorily required public notices  
\$500 for "direct" or "indirect" lobbying efforts

**Budget Summary Report for CLYDE CONS ISD**

2024 - 2025 Actual Budget			
		Aggregate Expenditures	Per Pupil Expenditures
<b>Instruction</b>			
11	Instruction	\$8,185,169	\$5,889
12	Instructional Resources, Media Services	\$202,622	\$146
13	Curriculum Development & Staff Development	\$184,707	\$133
95	Payment to Juvenile Justice AEP	\$0	\$0
<b>Total:</b>		<b>\$8,572,498</b>	<b>\$6,167</b>
<b>Instructional Support</b>			
21	Instructional Leadership	\$100	\$0
23	School Leadership	\$827,078	\$595
31	Guidance & Counseling, Evaluation	\$397,056	\$286
32	Social Work Services	\$0	\$0
33	Health Services	\$206,248	\$148
36	Co-curricular/ Extra-curricular Activities	\$1,365,372	\$982
<b>Total</b>		<b>\$2,795,854</b>	<b>\$2,011</b>
<b>Central Administration</b>			
41	General Administration	\$591,312	\$425
41	Publish Required Notices	\$1,500	\$1
41	Lobbying	\$500	\$0
<b>Total:</b>		<b>\$593,312</b>	<b>\$427</b>
<b>District Operations</b>			
51	Plant Maintenance & Operations	\$2,581,360	\$1,857
52	Security and Monitoring	\$252,589	\$182
53	Data Processing	\$665,529	\$479
34	Student Transportation	\$523,914	\$377
35	Food Services	\$983,878	\$708
<b>Total:</b>		<b>\$5,007,270</b>	<b>\$3,602</b>
<b>Debt Service</b>			
71	Debt Service	\$0	\$0
<b>Other</b>			
61	Community Service	\$0	\$0
81	Facilities Acquisition and Construction	\$0	\$0
91	Contracted Instructional Services Between Public schools	\$0	\$0
92	Incremental Cost Associated with Chapter 41 School Districts	\$0	\$0
93	Payments to Fiscal Agents for Shared Service Arrangements	\$595,000	\$428
97	Payments to Tax Increment Funds	\$0	\$0
99	Inter-government charges not Defined in Other codes	\$254,496	\$183
<b>Total:</b>		<b>\$849,496</b>	<b>\$611</b>
<b>Grand Total:</b>		<b>\$17,818,430</b>	

2025 - 2026 "Proposed" Budget			
		Aggregate Expenditures	Per Pupil Expenditures
<b>Instruction</b>			
11	Instruction	\$8,805,292	\$6,289
12	Instructional Resources, Media Services	\$265,644	\$190
13	Curriculum Development & Staff Development	\$215,540	\$154
95	Payment to Juvenile Justice AEP	\$0	\$0
<b>Total:</b>		<b>\$9,286,476</b>	<b>\$6,633</b>
<b>Instructional Support</b>			
21	Instructional Leadership	\$0	\$0
23	School Leadership	\$906,100	\$647
31	Guidance & Counseling, Evaluation	\$444,348	\$317
32	Social Work Services	\$0	\$0
33	Health Services	\$286,340	\$205
36	Co-curricular/ Extra-curricular Activities	\$1,324,816	\$946
<b>Total</b>		<b>\$2,961,604</b>	<b>\$2,115</b>
<b>Central Administration</b>			
41	General Administration	\$626,216	\$447
41	Publish Required Notices	\$1,500	\$1
41	Lobbying	\$500	\$0
<b>Total:</b>		<b>\$628,216</b>	<b>\$449</b>
<b>District Operations</b>			
51	Plant Maintenance & Operations	\$2,799,701	\$2,000
52	Security and Monitoring	\$280,802	\$201
53	Data Processing	\$846,842	\$605
34	Student Transportation	\$595,335	\$425
35	Food Services	\$930,922	\$665
<b>Total:</b>		<b>\$5,453,602</b>	<b>\$3,895</b>
<b>Debt Service</b>			
71	Debt Service	\$52,000	\$37
<b>Other</b>			
61	Community Service	\$0	\$0
81	Facilities Acquisition and Construction	\$0	\$0
91	Contracted Instructional Services Between Public schools	\$0	\$0
92	Incremental Cost Associated with Chapter 41 School Districts	\$0	\$0
93	Payments to Fiscal Agents for Shared Service Arrangements	\$664,577	\$475
97	Payments to Tax Increment Funds	\$0	\$0
99	Inter-government charges not Defined in Other codes	\$183,000	\$131
<b>Total:</b>		<b>\$847,577</b>	<b>\$605</b>
<b>Grand Total:</b>		<b>\$19,229,475</b>	

Difference \$1,411,045  
Percent Change 7.92%

7. Consideration and Possible Action to Approve an Ordinance to Set the 2025-2026 Tax Rate for Clyde CISD

**CLYDE CISD ORDINANCE SETTING TAX RATE**

A RESOLUTION LEVYING AN ANNUAL AD VOLEM TAX FOR THE YEAR 2025 SETTING SPECIFIC RATES, APPLICABLE TO ALL REAL, PERSONAL, AND MIXED PROPERTY SITUATED WITHIN THE CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, SETTING DUE DATE AND PROVIDING PENALTIES AND INTEREST ON DELINQUENT TAXES.

BE IT RESOLVED by the Board of Trustees of the Clyde Consolidated Independent School District of Clyde, Callahan County, Texas:

1. That an ad valorem tax rate of \$0.8992 per \$100 cash valuation and assessment ratio of 100% market value, as said values are fixed by the Callahan, Shackelford, Jones and Taylor County Appraisal Boards, be and the same is hereby levied for the year 2025 on all real property, personal property and mixed property located and situated within the confines and boundaries of the Clyde Consolidated Independent School District as of January 1 of this year.
2. That the above specified ad valorem tax rate be distributed as follows:
  - A. \$0.6792 rate for Local Maintenance & Operation Fund
  - B. \$0.22 rate for Debt Service, Bonded Indebtedness, Interest and Sinking Fund.
3. Any person failing to pay their taxes on or before January 31 shall be subject to the maximum penalties thereon allowed by law to be collected on delinquent taxes. All delinquent taxes shall bear interest at the highest per annum interest rate allowed by law to be collected on delinquent taxes and shall bear interest from the date of delinquency until paid.

Passed, approved and effective this the 18th day of August, 2025.

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President, Board of Trustees  
**Clyde Consolidated Independent School District**

ATTEST:

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Secretary, Board of Trustees

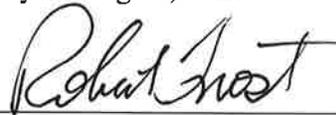
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Passed, approved and effective this the 18th day of August, 2025.



\_\_\_\_\_  
President, Board of Trustees

**Clyde Consolidated Independent School District**

ATTEST:



\_\_\_\_\_  
Secretary, Board of Trustees

8. Consideration and Possible Action to Approve Final Amendments to the Clyde CISD Budget for 2024-2025 Fiscal Year
9. **SPECIAL PRESENTATION**
  - 9.1. Presentation from James E. Rodgers and Company Regarding the Revised Annual Financial Report for Fiscal Year 2023-2024
  - 9.2. Consideration and Possible Action to Approve the Revised Annual Financial Report for Fiscal Year 2023-2024 Presented by James E. Rodgers and Company
10. **DISCUSSION ITEMS**
  - 10.1. Discussion of Turf and Track Replacement Project at Bulldog Stadium
11. **ADMINISTRATIVE REPORTS**
  - 11.1. Campus and Departmental Reports
  - 11.2. Monthly Financial and Investment Reports

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
055555	07-25-2025	FIRST NATIONAL BANK	009161		199-34-6311.01-937-599000	FUEL FOR HORTICULTURE WKSP	155.81	N
555555	07-25-2025	FIRST NATIONAL BANK	009156	PO 400798	199-11-6399.00-001-524000	RIVERSIDE PODCAST SOFTWARE	288.00	N
			402632		199-11-6411.30-001-522000	CTAT CONFERENCE TRAVEL	380.13	N
			402589		199-23-6411.00-041-599000	TASSP NEW PRINCIPAL ACADEM	795.00	N
			402448		199-23-6411.00-101-599000	TEPSA LODGING	556.15	N
			402364		199-23-6411.00-103-599000	TEPSA HOTEL	185.39	N
			402448		199-23-6411.01-101-599000	TEPSA LODGING	556.15	N
			402364		199-23-6411.01-103-599000	TEPSA HOTEL	185.38	N
			402364		199-31-6411.00-103-599000	TEPSA HOTEL	185.38	N
			402594		199-34-6311.01-937-523000	JH SPED TO COLLEGE STATION	62.12	N
			402449		199-36-6411.02-001-591000	COACHING MEMBERSHIP/CLINIC	137.50	N
			402447		199-36-6411.02-001-591000	THSCA MEMBERSHIPS	785.00	N
			402617		199-36-6411.45-001-522000	AG WORKSHOP TRAVEL	142.32	N
			402536	CHICK-FIL-A	199-36-6411.60-001-591000	CHEER CAMP MEALS	21.71	N
			402536	SUBWAY	199-36-6411.60-001-591000	CHEER CAMP MEALS	25.61	N
			402455		199-41-6219.00-701-599000	NOTARY PUBLIC COURTNEY BRI	120.63	N
			402036		199-41-6411.00-701-599000	SLI SAN ANTONIO 2025	1,128.72	N
			402035		199-41-6419.00-702-599000	BOARD MEMBER TRAVEL FWTX	25.89	N
			402035		199-41-6419.00-702-599000	BOARD MEMBER TRAVEL FWTX	733.59	N
			402036		199-41-6419.00-702-599000	SLI SAN ANTONIO 2025	1,892.50	N
			402441		199-51-6319.02-936-599000	BULBS FOR THEATRE AND SCIEN	105.59	N
			402442		199-51-6319.02-936-599000	BULBS & MIRROR FOR HS	168.74	N
			402356		199-53-6411.00-999-599000	TASBO PEIMS ACADEMY REGIST	570.00	N
<b>Totals for Check 555555</b>							<b>9,051.50</b>	
<b>Total For District Written Checks</b>							<b>9,207.31</b>	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
114752	07-10-2025	AGPARTS WORLDWIDE,	402475	AR016750	199-11-6399.75-999-5110TE	CHROMEBOOK PARTS	349.30	N
			402475	AR016453	199-11-6399.75-999-5110TE	CHROMEBOOK PARTS	642.95	N
<b>Totals for Check 114752</b>							<b>992.25</b>	
114753	07-10-2025	B & H PHOTO & ELECTR	402463	235061273	199-11-6399.75-999-522000	A/V JH CLASS EQUIPMENT	535.27	N
			402463	234880801	199-11-6399.75-999-522000	A/V JH CLASS EQUIPMENT	5,667.00	N
<b>Totals for Check 114753</b>							<b>6,202.27</b>	
114754	07-10-2025	BARRON SERVICE PART	402551	348018	199-34-6311.02-937-523000	OIL FOR DIESEL BUSES	262.35	N
			402564	348458	199-34-6319.02-937-523000	SENSOR FOR 5HC AND GLOVES	109.09	N
			402560	348321	199-51-6319.03-936-599000	IMPACT SOCKET	11.00	N
			402561	348365	199-51-6319.03-936-599000	GREASE FITTING & CART	78.30	N
<b>Totals for Check 114754</b>							<b>460.74</b>	
114755	07-10-2025	SCOTT BERRY	402496		199-36-6411.45-001-522000	ATAT CONFERENCE PER DIEM	276.00	N
114756	07-10-2025	BIG COUNTRY	402440	836898	240-35-6249.00-938-599000	DISPOSAL REPAIR INTERMEDIAT	1,336.85	N
114757	07-10-2025	JERRY DON BLACK	402558		199-41-6419.00-702-599000	PER DIEM SLI REIMBURSEMENT	276.40	N
114758	07-10-2025	A-Z BUS TEXAS, LLC	401979	INVTX16788	199-34-6319.01-937-599000	SEAT BELT FOR BUS 34	151.67	N
114759	07-10-2025	BSN SPORTS, LLC	402031	930090646	199-36-6399.21-001-591000	UNIFORMS AND SHOES	3,416.03	N
114760	07-10-2025	CDW GOVERNMENT INC	402518	AE71P9F	199-11-6399.75-999-511000	INTERACTIVE DISPLAYS	27,984.00	N
			402518	AE7UP7Q	199-11-6399.75-999-511000	INTERACTIVE DISPLAYS	2,636.00	N
<b>Totals for Check 114760</b>							<b>30,620.00</b>	
114761	07-10-2025	CITY OF CLYDE	009142	CISD	199-51-6259.00-936-599000	WATER BILL	8,550.65	N
114762	07-10-2025	CYBERSOFT TECHNOLO	402552	CLYDE CISD	240-35-6399.02-938-599000	PINPADS FOR EXPRESSPOINT	1,569.00	N
114763	07-10-2025	DATROO TECHNOLOGIE	009140	34201	199-51-6259.01-999-599000	SIP TRUNK SERVICE	229.49	N
114764	07-10-2025	DECKER EQUIPMENT	402445	619537A	199-51-6319.02-936-599000	HS BOYS BATHROOM STALL	177.85	N
114765	07-10-2025	DIAMOND BUSINESS SE	402556	IN9622	199-52-6399.01-999-599000	REPAIR AND TRAVEL BADGE PAS	57.03	N
114766	07-10-2025	FRANKLIN COVEY	402546	5100058867	199-13-6219.02-999-599000	LIM COACHING DAY	3,420.00	N
114767	07-10-2025	GARBO'S LOCKSMITH S	402569	95643	199-51-6249.02-936-599000	REKEY HS COACH'S OFFICE	98.50	N
114768	07-10-2025	COREY HAAS	402567	1560	199-51-6319.02-936-599000	REPAIR LEAK IN ELEM KITCHEN	662.60	N
114769	07-10-2025	HAMILTON SUPPLY CO.,	402547	506835	199-51-6319.03-936-599000	DRIVESHAFT FOR RODNEY'S MO	635.60	N
114770	07-10-2025	EVAN HINDMAN	402497		199-36-6411.45-001-522000	ATAT CONFERENCE PER DIEM	276.00	N
114771	07-10-2025	J W PEPPER & SON CO	400024	367532043	199-11-6399.55-001-511000	MUSIC	35.00	N
			400024	367532222	199-11-6399.55-001-511000	MUSIC	51.98	N
			400024	367551765	199-11-6399.55-001-511000	MUSIC	179.99	N
			400724	367560588	199-36-6399.42-001-599000	UIL C&SR MUSIC	21.05	N
			400724	367573553	199-36-6399.42-001-599000	UIL C&SR MUSIC	2.75	N
<b>Totals for Check 114771</b>							<b>290.77</b>	
114772	07-10-2025	LEE'S TRUE VALUE HAR	401942	CISD001	199-51-6319.02-936-599000	REACCURING PO FOR MISC. SUP	685.58	N
			401942	CISD001	199-51-6319.02-936-599000	WRONG AMOUNT	-685.58	N
<b>Totals for Check 114772</b>							<b>.00</b>	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
114773	07-10-2025	LINDE GAS & EQUIPMEN	402545	50431923	199-51-6269.00-936-599000	CYLINDER RENTAL	31.15	N
114774	07-10-2025	MAGIC SCHOOL , INC	402550	4040	199-11-6399.00-001-524000	RENEW MAGICSCHOOL AI	1,040.00	N
			402550	4040	199-11-6399.00-041-524000	RENEW MAGICSCHOOL AI	1,040.00	N
			402550	4040	199-11-6399.00-101-524000	RENEW MAGICSCHOOL AI	1,040.00	N
			402550	4040	199-11-6399.00-103-524000	RENEW MAGICSCHOOL AI	1,040.00	N
			402550	4040	199-11-6399.75-999-511000	RENEW MAGICSCHOOL AI	1,040.00	N
<b>Totals for Check 114774</b>							<b>5,200.00</b>	
114775	07-10-2025	MCCORMICK'S GROUP,	402394	470158	199-36-6399.40-001-599000	FLAG UNIFORMS	3,073.13	N
			402453	470371	199-36-6399.42-001-599000	SHOW SILK FLAGS	3,212.45	N
<b>Totals for Check 114775</b>							<b>6,285.58</b>	
114776	07-10-2025	MOBILEMIND TECHNOL	402548	13381	255-13-6249.00-999-524000	PRORATED SUMMER PORTION	873.32	N
114777	07-10-2025	PEST PATROL	009144	11172064	199-51-6249.00-936-599000	PEST CONTROL	324.00	N
114778	07-10-2025	REGION 14 EDUCATION	009145	038318	199-34-6219.01-937-599000	DRIVER TRNG (400120)	320.00	N
			401597	038321	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038322	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	20.00	N
			401597	038323	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	40.00	N
			401597	038324	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038326	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	20.00	N
			401597	038327	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	20.00	N
			401597	038330	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	38331	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038328	255-13-6411.00-041-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038329	255-13-6411.00-041-524000	REGISTRATION FOR PD FEES	30.00	N
			401597	038330	255-13-6411.00-041-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038333	255-13-6411.00-041-524000	REGISTRATION FOR PD FEES	20.00	N
			401597	038325	255-13-6411.00-101-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038332	255-13-6411.00-101-524000	REGISTRATION FOR PD FEES	20.00	N
			401597	038322	255-13-6411.00-103-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038328	255-13-6411.00-103-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038329	255-13-6411.00-103-524000	REGISTRATION FOR PD FEES	10.00	N
			401597	038330	255-13-6411.00-103-524000	REGISTRATION FOR PD FEES	10.00	N
	07-30-2025	REGION 14 EDUCATION	009145	038318	199-34-6219.01-937-599000	DOUBLE PAYMENT	-320.00	N
			401597	38331	255-13-6411.00-001-524000	DOUBLE PAYMENT	-10.00	N
			401597	038321	255-13-6411.00-001-524000	DOUBLE PAYMENT	-10.00	N
			401597	038324	255-13-6411.00-001-524000	DOUBLE PAYMENT	-10.00	N
			401597	038330	255-13-6411.00-001-524000	DOUBLE PAYMENT	-10.00	N
			401597	038322	255-13-6411.00-001-524000	DOUBLE PAYMENT	-20.00	N
			401597	038326	255-13-6411.00-001-524000	DOUBLE PAYMENT	-20.00	N
			401597	038327	255-13-6411.00-001-524000	DOUBLE PAYMENT	-20.00	N
			401597	038323	255-13-6411.00-001-524000	DOUBLE PAYMENT	-40.00	N
			401597	038328	255-13-6411.00-041-524000	DOUBLE PAYMENT	-10.00	N
			401597	038330	255-13-6411.00-041-524000	DOUBLE PAYMENT	-10.00	N
			401597	038333	255-13-6411.00-041-524000	DOUBLE PAYMENT	-20.00	N
			401597	038329	255-13-6411.00-041-524000	DOUBLE PAYMENT	-30.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			401597	038325	255-13-6411.00-101-524000	DOUBLE PAYMENT	-10.00	N
			401597	038332	255-13-6411.00-101-524000	DOUBLE PAYMENT	-20.00	N
			401597	038322	255-13-6411.00-103-524000	DOUBLE PAYMENT	-10.00	N
			401597	038328	255-13-6411.00-103-524000	DOUBLE PAYMENT	-10.00	N
			401597	038329	255-13-6411.00-103-524000	DOUBLE PAYMENT	-10.00	N
			401597	038330	255-13-6411.00-103-524000	DOUBLE PAYMENT	-10.00	N
						<b>Totals for Check 114778</b>	<b>.00</b>	
114779	07-10-2025	RELIANT, DEPT 0954	009141	CLYDE CISD	199-51-6259.02-936-599000	ELECTRICITY	22,189.66	N
114780	07-10-2025	ROBERTS CARPET SER	402502		199-51-6629.03-936-599000	LAY CARPET IN 4 HS CLASSROO	7,670.00	N
114781	07-10-2025	UNIFIRST CORPORATIO	009143	1480445	199-51-6319.01-936-599000	JANATORIAL SUPPLIES	6,460.12	N
114801	07-10-2025	REGION 14 EDUCATION	009151	038318	199-34-6219.01-937-599000	DRIVER TRAINING (400120)	320.00	N
			009151	038323	255-13-6411.00-001-524000	PD FEES (401597)	40.00	N
			009151	038324	255-13-6411.00-001-524000	PD FEES (401597)	10.00	N
			009151	038326	255-13-6411.00-001-524000	PD FEES (401597)	20.00	N
			009151	038327	255-13-6411.00-001-524000	PD FEES (401597)	20.00	N
			009151	038330	255-13-6411.00-001-524000	PD FEES (401597)	10.00	N
			009151	038331	255-13-6411.00-001-524000	PD FEES (401597)	10.00	N
			009151	038328	255-13-6411.00-041-524000	PD FEES (401597)	10.00	N
			009151	038329	255-13-6411.00-041-524000	PD FEES (401597)	30.00	N
			009151	038330	255-13-6411.00-041-524000	PD FEES (401597)	10.00	N
			009151	038328	255-13-6411.00-041-524000	PD FEES (401597)	20.00	N
			009151	038325	255-13-6411.00-101-524000	PD FEES (401597)	10.00	N
			009151	038330	255-13-6411.00-101-524000	PD FEES (401597)	10.00	N
			009151	038322	255-13-6411.00-101-524000	PD FEES (401597)	20.00	N
			009151	038328	255-13-6411.00-103-524000	PD FEES (401597)	10.00	N
			009151	038329	255-13-6411.00-103-524000	PD FEES (401597)	10.00	N
						<b>Totals for Check 114801</b>	<b>560.00</b>	
114802	07-10-2025	CAPITAL ONE	402370	1663356674	211-11-6399.00-101-530000	SUMMER READING PROGRAM	429.71	N
114803	07-10-2025	J W PEPPER & SON CO	400724	367559323	199-36-6399.42-001-599000	UIL C&SR MUSIC	12.24	N
114804	07-10-2025	UNITED SUPERMARKET	009149	14945900	199-41-6399.00-701-599000		27.10	N
114805	07-10-2025	UNITED SUPERMARKET	402353	14945900	199-41-6399.00-750-599000	FLOWERS - ADMIN ASST 1ST	15.00	N
114806	07-10-2025	BETHANY POWELL	009153		199-41-6419.00-702-599000	PER DIEM BOARD TRAVEL SLI	391.60	N
114807	07-10-2025	LEE'S TRUE VALUE HAR	009154	CISD001	199-51-6319.02-936-599000	MAINT SUPPLIES (401942)	683.24	N
114808	07-10-2025	TEXAS SPECIAL EDUCA	009155	10145	199-41-6219.01-701-599000	SHARS PROCESSING SERVICES	5.57	N
114809	07-21-2025	DEAN WEBBER	402608		199-11-6411.41-001-511000	PER DEIM BAND CONF	368.00	N
114810	07-22-2025	CLYDE HIGH SCHOOL A	009157	BAND	199-00-5749.01-000-500000	REIMBURSE BAND FOR MEALS	144.00	N
114811	07-22-2025	JOHNATHAN, HADDOCK	402619		199-36-6411.01-001-591000	PER DIEM FOR COACHES RETRE	1,080.00	N
114812	07-24-2025	BINSWANGER GLASS	402398	INVOICE-	199-51-6249.02-936-599000	HPAC GLASS REPLACEMENT	983.10	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
114813	07-24-2025	COLEMAN VETERINARY	402625	324205	199-36-6249.45-001-522000	FFA VET BILL	1,253.71	N
114814	07-24-2025	CYNERGY TECHNOLOG	401645	LV72259	199-51-6629.03-936-599000	VOIP PHONE SYSTEM	248.94	N
114815	07-24-2025	GREAT AMERICA FINAN	009158	39670437	199-11-6269.00-001-511000	COPY MACHINE LEASE	223.00	N
			009159	39688292	199-11-6269.00-001-511000	COPY MACHINE LEASE	793.39	N
			009158	39670437	199-11-6269.00-041-511000	COPY MACHINE LEASE	223.00	N
			009159	39688292	199-11-6269.00-041-511000	COPY MACHINE LEASE	317.40	N
			009158	39670437	199-11-6269.00-101-511000	COPY MACHINE LEASE	223.00	N
			009159	39688292	199-11-6269.00-101-511000	COPY MACHINE LEASE	158.70	N
			009158	39670437	199-11-6269.00-103-511000	COPY MACHINE LEASE	223.00	N
			009159	39688292	199-11-6269.00-103-511000	COPY MACHINE LEASE	317.40	N
			009159	39688292	199-12-6269.00-001-599000	COPY MACHINE LEASE	317.40	N
			009159	39688292	199-41-6269.00-701-599000	COPY MACHINE LEASE	317.40	N
					<b>Totals for Check 114815</b>		<b>3,113.69</b>	
114816	07-24-2025	COREY HAAS	402590	1593	199-51-6249.02-936-599000	GAS PIPE TESTS	5,000.00	N
			402601	1593	199-51-6319.02-936-599000	GAS TESTING MATERIALS	362.00	N
					<b>Totals for Check 114816</b>		<b>5,362.00</b>	
114817	07-24-2025	HOWARD TECHNOLOGY	402520	5383392025	199-52-6399.00-103-599000	CAMERA AT INTERMEDIATE	378.00	N
114818	07-24-2025	MCCORMICK'S GROUP,	402391	470522	199-36-6399.42-001-599000	FIELD PANELS FOR HT SHOW	1,304.33	N
114819	07-24-2025	MCMURRY UNIVERSITY	402613	VALERIE	255-13-6221.00-999-524000	TUITION V HARRIS	1,000.00	N
114820	07-24-2025	NROC PROJECT	402610	202504-0001489	199-11-6399.00-001-524000	COLLEGE PREP	1,000.00	N
114821	07-24-2025	N-TUNE MUSIC AND SO	402284	NT1279	199-36-6399.42-001-599000	SUPPLIES	358.50	N
114822	07-24-2025	SHREDDING SERVICES	402452	33156	199-11-6249.00-041-511000	SECURE SHREDDING BINS	55.00	N
			402631	33156	199-11-6249.00-101-511000	SHREDDING SERVICES	20.00	N
			402452	33156	199-11-6249.00-103-511000	SECURE SHREDDING BINS	70.00	N
			402631	33156	199-41-6299.00-750-599000	SHREDDING SERVICES	35.00	N
					<b>Totals for Check 114822</b>		<b>180.00</b>	
114823	07-24-2025	SOUTHERN COMPUTER	402465	INV00842726	199-53-6399.21-999-599000	REPLACEMENT SWITCHES	1,603.00	N
114824	07-24-2025	STERLING COMPUTER	402583	0212929	429-52-6639.00-999-599000	VIDEO SURVEILLANCE COMPUTE	685.00	N
114825	07-24-2025	TASBO	402624	420756	199-53-6411.00-999-599000	FINANCE WORKSHOP	235.00	N
114826	07-24-2025	TEX-OMA BUILDERS SU	401682	815584	429-52-6649.00-999-599000	CAB DOOR REPLACEMEN	13,492.64	N
114827	07-24-2025	AGENCY 405	009160	CRS-312139	199-41-6219.00-750-599000	BACKGROUND CHECKS	5.00	N
114828	07-24-2025	GREG WELCH	402618		199-41-6419.00-702-599000	SCHOOL BOARD TRAVEL SLI	550.02	N
114829	07-29-2025	CELESTINO SOSA	402633	71725	199-36-6219.40-001-599000	COLORGUARD CHOREOGRAPHY	2,000.00	N
114830	07-30-2025	CAPITAL ONE	009165		199-31-6399.00-001-599000	SUPPLIES	236.71	N
114831	07-31-2025	ABILENE AUTO GLASS	402571	102389	199-34-6319.01-937-599000	REPLACE WINDOWS ON BUS 23	395.00	N
			402571	102362	199-34-6319.01-937-599000	REPLACE WINDOWS ON BUS 23	395.00	N
					<b>Totals for Check 114831</b>		<b>790.00</b>	
114832	07-31-2025	APPRAISAL & COLLECTI	402636	CLYDE CISD	199-41-6399.00-750-599000	TRUTH IN TAXATION SOFTWARE	309.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
114833	07-31-2025	AT&T MOBILITY	009169	4622X07232025	199-51-6259.02-999-599000	WIRELAESS PHONE CHARGES	792.55	N
114834	07-31-2025	ATMOS ENERGY	009168	3024167767	199-51-6259.03-936-599000	NATURAL GAS	594.10	N
			009168	3024167981	199-51-6259.03-936-599000	NATURAL GAS	134.35	N
			009168	3032350338	199-51-6259.03-936-599000	NATURAL GAS	79.08	N
			009168	3032350810	199-51-6259.03-936-599000	NATURAL GAS	86.54	N
			009168	3032351284	199-51-6259.03-936-599000	NATURAL GAS	115.90	N
			009168	3032351480	199-51-6259.03-936-599000	NATURAL GAS	167.93	N
						<b>Totals for Check 114834</b>	<b>1,177.90</b>	
114835	07-31-2025	BARRON SERVICE PART	402591	348893	199-34-6311.02-937-599000	OIL FOR AG TRUCK	98.37	N
			402603	348892	199-34-6311.02-937-599000	OIL & FILTER FOR AG TRUCK	122.25	N
			402596	348973	199-34-6319.01-937-599000	MASS AIR FLOW SENSOR 5HC	21.97	N
			402616	349450	199-51-6319.02-936-599000	OIL FOR COMPRESSOR	8.70	N
						<b>Totals for Check 114835</b>	<b>251.29</b>	
114836	07-31-2025	BIG COUNTRY	400106	M31659	199-36-6269.01-001-599000	ICE MACHINE LEASES	125.00	N
			400106	M31665	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M31664	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M31663	199-51-6269.01-936-599000	ICE MACHINE LEASES	95.00	N
			400106	M31662	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M31660	199-51-6269.01-936-599000	ICE MACHINE LEASES	70.00	N
			400106	M31661	240-35-6269.00-938-599000	ICE MACHINE LEASES	70.00	N
						<b>Totals for Check 114836</b>	<b>585.00</b>	
114837	07-31-2025	CLYDE HIGH SCHOOL A	402628	1126	199-13-6399.01-999-599000	FFA COOKIES USED FOR PD	40.00	N
114838	07-31-2025	HAMILTON SUPPLY CO.,	402605	507903	199-51-6319.03-936-599000	3 WEED EATERS AND 3 BLOWER	49.53	N
			402605	507678	199-51-6319.03-936-599000	3 WEED EATERS AND 3 BLOWER	1,199.95	N
			402634	508220	199-51-6319.03-936-599000	MOWER ENGINE REPAIR	416.89	N
						<b>Totals for Check 114838</b>	<b>1,666.37</b>	
114839	07-31-2025	J W PEPPER & SON CO	400724	367094966	199-36-6399.42-001-599000	UIL C&SR MUSIC	79.99	N
114840	07-31-2025	MINI PCR	402451	2501-3434	199-11-6399.30-001-522000	KIT - SICKLE CELL	149.00	N
114841	07-31-2025	N-TUNE MUSIC AND SO	402639	NT1408	199-11-6298.42-041-511000	BAND INSTRUMENT REPAIR	830.00	N
114842	07-31-2025	PEST PATROL	009170	11173277	199-51-6249.00-936-599000	PEST CONTROL	324.00	N
114843	07-31-2025	REGION 14 EDUCATION	401597	038068	255-13-6411.00-001-524000	REGISTRATION FOR PD FEES	60.00	N
			402611	038687	255-13-6411.00-001-524000	PARA ED ONLINE	200.00	N
			402611	038687	255-13-6411.00-041-524000	PARA ED ONLINE	200.00	N
			402662	038704	255-13-6411.00-101-524000	PARA ED ONLINE	200.00	N
						<b>Totals for Check 114843</b>	<b>660.00</b>	
114844	07-31-2025	REGION 4 EDUCATION S	400864	12234471	199-34-6219.01-937-599000	ONLINE RECERTIFICATION X 6	60.00	N
114845	07-31-2025	RELIANT, DEPT 0954	009167	CLYDE CISD	199-51-6259.02-936-599000	ELECTRICITY	21,317.69	N
114846	07-31-2025	SCHOOLGAP PROTECT	400625	508	199-51-6429.00-936-599000	ANNUAL STOP LOSS PROTECTIO	3,807.00	N
114847	07-31-2025	SHERWIN WILLIAMS	402566	7091-3	199-51-6399.00-936-599000	PAINT CAB KITCHEN	64.71	N

Check Payments  
CLYDE CISD  
Computer Written Checks  
For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
114848	07-31-2025	WINNER'S CIRCLE TROP	402640	CLYDE CISD	199-41-6499.06-701-599000	35 YR SERVICE AWARD	93.00	N
114849	07-31-2025	IDEMIA	009171		199-41-6219.00-701-599000	FINGERPRINTING	47.00	N
<b>Total For Computer Written Checks</b>							<b>179,484.13</b>	
<b>Total Checks</b>							<b>188,691.44</b>	

End of Report

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits ( + )	Credits ( - )
00-5931.00-000-500000	07-22-2025	003194			TMHP	.00	-3.19
00-5749.01-000-500000	07-22-2025	003195			CHROME BOOK CHARGER	.00	-25.00
00-5719.00-000-500000	07-14-2025	003196			LATE FILING FEES	.00	-137.26
00-5812.00-000-500000	07-25-2025	003201			FSP FOUNDATION	.00	-1,211,487.00
00-5811.00-000-500000	07-25-2025	003202			FSP-AVAIL SCHL FD-PER CAPITA	.00	-54,342.00
00-5749.01-000-500000	07-30-2025	003205			CHROMEBOOK LOST CHARGER	.00	-25.00
00-5749.01-000-500000	07-30-2025	003206			CHROMEBOOK USAGE FEES	.00	-325.00
00-5749.01-000-500000	07-29-2025	003207			CHROMEBOOK LOST CHARGER	.00	-50.00
00-5749.01-000-500000	07-29-2025	003208			CHROMBOOK USAGE FEES	.00	-1,375.00
00-5749.01-000-500000	07-28-2025	003209			CHROMEBOOK USAGE FEES	.00	-25.00
00-5749.01-000-500000	07-23-2025	003210			CHROMEBOOK USAGE FEES	.00	-25.00
00-5742.30-000-500000	07-31-2025	003232			GEN OP INTEREST JULY 2025	.00	-11,965.55
00-1110.00-000-500000					Gross Cash Receipts	1,279,785.00	.00
<b>00-1110.00-000-500000</b>					<b>Net Cash Receipts</b>	<b>1,279,785.00</b>	
00-5742.30-000-500000	07-31-2025	003236			MMA INTEREST JULY 2025	.00	-2,981.02
00-1110.02-000-500000					Gross Cash Receipts	2,981.02	.00
<b>00-1110.02-000-500000</b>					<b>Net Cash Receipts</b>	<b>2,981.02</b>	
<b>Totals for Fund 199 / 5</b>						<b>1,282,766.02</b>	<b>-1,282,766.02</b>

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits ( + )</u>	<u>Credits ( - )</u>
00-5921.00-000-500000	07-07-2025	003203			DEPARTMENT OF AGRICULTURE	.00	-149.40
00-5921.00-000-500000	07-11-2025	003204			DEPARTMENT OF AGRICULTURE	.00	-750.00
00-1110.00-000-500000					Gross Cash Receipts	899.40	.00
<b>00-1110.00-000-500000</b>					<b>Net Cash Receipts</b>	<b>899.40</b>	
<b>Totals for Fund 240 / 5</b>						<b>899.40</b>	<b>-899.40</b>

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits ( + )</u>	<u>Credits ( - )</u>
00-5742.30-000-500000	07-31-2025	003234			I AND S FUND INTEREST JUL 2025	.00	-712.46
00-1110.00-000-500000					Gross Cash Receipts	712.46	.00
<b>00-1110.00-000-500000</b>					<b>Net Cash Receipts</b>	<b>712.46</b>	
<b>Totals for Fund 599 / 5</b>						<b>712.46</b>	<b>-712.46</b>
<b>Final Totals</b>						<b>1,284,377.88</b>	<b>-1,284,377.88</b>

End of Report

Board Report  
 Recap Comparison of Revenue to Budget  
 CLYDE CISD  
 As of July

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 5 GENERAL OPERATING	16,296,892.00	-1,348,474.65	-16,096,597.98	200,294.02	98.77%
240 / 5 SPECIAL REVENUE	900,500.00	-899.40	-860,223.41	40,276.59	95.53%
599 / 5 DEBT SERVICE FUND	1,650,362.00	-712.46	-1,514,286.81	136,075.19	91.75%
<b>Total 5000 Revenues</b>	<b>18,847,754.00</b>	<b>-1,350,086.51</b>	<b>-18,471,108.20</b>	<b>376,645.80</b>	<b>98.00%</b>
<b>Total 7000 Revenues</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenues</b>	<b>18,847,754.00</b>	<b>-1,350,086.51</b>	<b>-18,471,108.20</b>	<b>376,645.80</b>	<b>98.00%</b>

**Board Report**  
**Recap Comparison of Expenditures and Encumbrances to Budget**  
**CLYDE CISD**  
**As of July**

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 5 GENERAL OPERATING	-16,861,341.00	161,255.52	15,285,750.03	528,374.04	-1,414,335.45	90.66%
240 / 5 SPECIAL REVENUE	-957,089.00	41,798.39	839,185.77	7,381.36	-76,104.84	87.68%
599 / 5 DEBT SERVICE FUND	-3,018,160.00	261,337.50	2,736,870.83	.00	-19,951.67	90.68%
<b>Total 6000 Expenditures</b>	<b>-20,836,590.00</b>	<b>464,391.41</b>	<b>18,861,806.63</b>	<b>535,755.40</b>	<b>-1,510,391.96</b>	<b>90.52%</b>
<b>Total 8000 Expenditures</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Expenditures</b>	<b>-20,836,590.00</b>	<b>464,391.41</b>	<b>18,861,806.63</b>	<b>535,755.40</b>	<b>-1,510,391.96</b>	<b>90.52%</b>

End of Report

<b>CURRENT MONTH CASH POSITION</b>			
<b>AS OF JUNE 30, 2025</b>			
<b>CASH IN BANK</b>	<b>PRIOR MONTH</b>	<b>MONTHLY</b>	<b>7/31/2025</b>
GENERAL OPERATING	\$4,050,565.60	\$364,406.59	\$4,414,972.19
INVESTMENT ACCOUNT	\$951,657.19	\$2,981.02	\$954,638.21
<b>TEXAS RANGE INVESTMENT POOL</b>			
TEXAS RANGE DAILY	\$1,058,714.58	\$3,865.01	\$1,062,579.59
<b>TEXSTAR INVESTMENT</b>			
GENERAL FUND	\$2,023,217.10	\$7,380.33	\$2,030,597.43
INTEREST & SINKING	\$1,011,608.55	\$3,690.19	\$1,015,298.74
<b>LOGIC</b>			
General Fund	\$502,116.91	\$1,880.54	\$503,997.45
Interest & Sinking	\$251,058.47	\$940.26	\$251,998.73
<b>EDUCATION FOUNDATION</b>			
FIRST FINANCIAL CHECKING	\$27,826.73	-\$1,947.76	\$25,878.97
FIRST BANK TEXAS	\$5,617.36	\$0.00	\$5,617.36
RAYMOND JAMES CD	\$27,267.14	-\$25.22	\$27,241.92
FIRST FINANCIAL BANK CD	\$41,064.10	\$1.00	\$41,065.10
INTEREST & SINKING FUND	\$220,615.94	\$13,166.96	\$233,782.90
TEX TERM/DEBT SERVICE FUND	\$2.33	\$0.01	\$2.34
WORKERS COMP ACCOUNT	\$0.01	-\$0.01	\$0.00
<b>CAMPUS ACTIVITY FUNDS</b>			
HIGH SCHOOL	\$78,132.79	-\$1,961.18	\$76,171.61
JUNIOR HIGH	\$40,595.41	\$487.25	\$41,082.66
INTERMEDIATE	\$17,878.45	\$73.56	\$17,952.01
ELEMENTARY	\$38,759.87	\$76.28	\$38,836.15
<b>GRAND TOTALS</b>	<b>\$10,346,698.53</b>	<b>\$395,014.83</b>	<b>\$10,741,713.36</b>

**AUGUST 18, 2025 BOARD MEETING**

**2024-2025 TAX COLLECTIONS**

**7/31/2025**

**MAINTENANCE & OPERATIONS**

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 4,615,539.79	\$ 21,482.49	\$ 4,545,918.62	\$ 4,567,401.11	\$ 48,138.68	99%
DELINQUENT TAXES	\$ 229,412.24	\$ 1,291.05	\$ 91,304.56	\$ 92,595.61	\$ 136,816.63	40%
PENALTY & INTEREST		\$ 4,749.71	\$ 40,314.92	\$ 45,064.63		
GRAND TOTAL	\$ 4,844,952.03	\$ 27,523.25	\$ 4,677,538.10	\$ 4,705,061.35	\$ 139,890.68	

**INTEREST & SINKING**

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 1,535,115.64	\$ 7,145.01	\$ 1,493,181.34	\$ 1,500,326.35	\$ 34,789.29	98%
DELINQUENT TAXES	\$ 79,868.72	\$ 450.18	\$ 32,324.77	\$ 32,774.95	\$ 47,093.77	41%
PENALTY & INTEREST		\$ 1,595.12	\$ 17,014.55	\$ 18,609.67		
GRAND TOTAL	\$ 1,614,984.36	\$ 9,190.31	\$ 1,542,520.66	\$ 1,551,710.97	\$ 63,273.39	

## 2021-2022 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$552.66	\$760.53	\$2,333.31	\$4,695.12	\$10,246.90	\$11,687.18	\$10,074.14	\$2,866.60	\$1,429.65	\$540.36	\$588.80	\$536.33	\$46,311.58
WATER	\$9,028.00	\$9,740.75	\$9,497.00	\$8,766.25	\$7,677.50	\$9,426.25	\$8,596.75	\$9,146.25	\$8,770.00	\$8,041.50	\$7,735.96	\$8,725.96	\$105,152.17
ELECTRIC	\$26,300.08	\$25,401.39	\$22,802.75	\$19,388.65	\$16,895.04	\$18,638.09	\$19,474.30	\$20,516.95	\$25,169.81	\$24,338.78	\$24,105.67	\$25,638.68	\$268,670.19
TOTAL	\$35,880.74	\$35,902.67	\$34,633.06	\$32,850.02	\$34,819.44	\$39,751.52	\$38,145.19	\$32,529.80	\$35,369.46	\$32,920.64	\$32,430.43	\$34,900.97	\$420,133.94

## 2022-23 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$703.50	\$1,280.08	\$1,914.83	\$9,591.15	\$12,564.62	\$14,961.65	\$6,077.86	\$2,531.43	\$1,481.43	\$902.18	\$692.51	\$712.69	\$53,413.93
WATER	\$11,293.71	\$10,223.71	\$10,688.71	\$9,005.71	\$8,811.46	\$9,488.71	\$9,176.96	\$9,516.96	\$9,860.74	\$8,370.24	\$7,886.74	\$11,556.49	\$115,880.14
ELECTRIC	\$28,485.14	\$25,535.85	\$22,111.41	\$24,042.85	\$20,288.03	\$22,456.51	\$20,020.90	\$21,154.93	\$19,939.64	\$18,830.05	\$20,290.33	\$24,391.27	\$267,546.91
TOTAL	\$40,482.35	\$37,039.64	\$34,714.95	\$42,639.71	\$41,664.11	\$46,906.87	\$35,275.72	\$33,203.32	\$31,281.81	\$28,102.47	\$28,869.58	\$36,660.45	\$436,840.98

## 2023-24 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$941.52	\$2,565.85	\$5,332.05	\$10,191.63	\$21,779.74	\$13,069.46	\$7,292.91	\$4,392.67	\$1,351.01	\$1,737.54	\$915.42	\$915.45	\$70,485.25
WATER	\$10,633.57	\$10,235.07	\$10,291.57	\$8,850.07	\$8,264.57	\$9,230.82	\$8,657.57	\$9,438.82	\$9,473.29	\$7,751.45	\$8,088.23	\$7,482.00	\$108,397.03
ELECTRIC	\$30,330.02	\$31,405.73	\$26,523.55	\$22,343.22	\$20,096.35	\$20,991.35	\$19,901.02	\$21,374.89	\$21,117.42	\$21,272.17	\$19,668.46	\$22,792.47	\$277,816.65
TOTAL	\$41,905.11	\$44,206.65	\$42,147.17	\$41,384.92	\$50,140.66	\$43,291.63	\$35,851.50	\$35,206.38	\$31,941.72	\$30,761.16	\$28,672.11	\$31,189.92	\$456,698.93

## 2024-2025 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$1,193.15	\$1,403.22	\$2,732.53	\$7,327.18	\$19,391.23	\$14,549.84	\$7,467.65	\$3,309.21	\$1,858.85	\$1,149.01	\$1,177.90		
WATER	\$12,572.62	\$10,847.37	\$10,402.09	\$9,645.41	\$8,766.04	\$12,024.39	\$11,385.20	\$10,077.72	\$9,830.01	\$8,550.65	\$7,996.87		
ELECTRIC	\$30,410.71	\$28,701.60	\$25,333.23	\$24,394.02	\$23,213.78	\$22,955.22	\$19,483.54	\$25,165.12	\$22,071.06	\$22,189.66	\$21,317.69		
TOTAL	\$44,176.48	\$40,952.19	\$38,467.85	\$41,366.61	\$51,371.05	\$49,529.45	\$38,336.39	\$38,552.05	\$33,759.92	\$31,889.32	\$30,492.46		

**CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT MONTHLY INVESTMENT PORTFOLIO**

AS OF JULY 31, 2025

	CD AMOUNT	CASH BALANCE 6/30/2025	NET CHANGES	CASH BALANCE 7/31/2025	INCOME & ACCRUED	MATURITY DATE	AVG MONTHLY INTEREST RATE
<b>GENERAL OPERATING FUND</b>							
Cash - First Financial Checking		\$4,050,865.60	\$364,106.59	\$4,414,972.19	\$11,965.65		3.68%
Investment Account-MMA		\$951,657.19	\$2,981.02	\$954,638.21	\$2,981.02		3.68%
<b>TOTAL</b>		<b>\$5,002,522.79</b>		<b>\$5,369,610.40</b>			
<b>TEXAS-RANGE INVESTMENT POOL</b>							
Texas-Range Daily - General Operating		\$1,058,714.58	\$3,865.01	\$1,062,579.59	\$3,865.01		4.30%
<b>TOTAL</b>		<b>\$1,058,714.58</b>		<b>1,062,579.59</b>			
<b>TEXSTAR</b>							
General Fund		\$2,023,217.10	\$7,380.33	\$2,030,597.43	\$7,380.33		4.29%
Interest & Sinking		\$1,011,608.55	\$3,690.19	\$1,015,298.74	\$3,690.19		4.29%
<b>TOTAL</b>		<b>\$3,034,825.65</b>		<b>\$3,045,896.17</b>			
<b>LOGIC</b>							
General Fund		\$502,116.91	\$1,880.54	\$503,997.45	\$1,880.54		4.40%
Interest & Sinking		\$251,058.47	\$940.26	\$251,998.73	\$940.26		4.40%
<b>TOTAL</b>		<b>\$753,175.38</b>		<b>\$755,996.18</b>			
<b>EDUCATION FOUNDATION</b>							
Cash - First Financial Checking		\$27,826.73	-\$1,947.76	\$25,878.97	\$5.74		0.25%
FIRST FINANCIAL BANK CD	\$40,000.00	\$41,064.10	0.00	\$41,064.10		8/17/2025	1.95%
First Bank Texas		\$5,617.36	\$0.00	\$5,617.36			
Raymond James CD	\$25,000.00	\$27,267.14	-\$25.22	\$27,241.92	400.79*	3/12/2027	4.15%
*Interest will be paid at maturity							
<b>TOTAL</b>		<b>\$101,775.33</b>		<b>99,802.35</b>			
<b>INTEREST &amp; SINKING FUND</b>							
Cash - First Financial Checking		\$220,615.94	13,166.96	233,782.90	\$712.46		3.68%
Texas-Range Investment Pool		\$2.33	\$0.01	\$2.34			4.30%
<b>TOTAL</b>		<b>\$220,618.27</b>		<b>233,785.24</b>			
<b>CD's</b>							
		<b>\$65,000.00</b>	<b>\$396,037.93</b>	<b>\$9,811,673.75</b>	<b>\$33,421.20</b>		
<b>TOTAL CASH &amp; INVESTMENTS</b>		<b>\$11,109,405.57</b>					

This report is in compliance with the investment strategies as established in the District's investment policy and the reporting requirements as mandated by the Public Funds Investment Act (Chapter 2256) as amended.

*Rhonda Neal*  
Rhonda Neal  
CFO

*Bryan Allen*  
Bryan Allen  
Superintendent

11.3. Curriculum and Special Programs Report  
11.3.1. 2024 and 2025 Accountability Report

## 2024 & 2025 State A-F Accountability Comparison

### Clyde CISD

2024	<b>85</b>		<b>B</b>	2025	<b>84</b>		<b>B</b>
Student Achievement	85			Student Achievement	85		
School Progress	83			School Progress	80		
Closing the Gaps	84			Closing the Gaps	83		

### Clyde High School

2024	<b>93</b>		<b>A</b>	2025	<b>91</b>		<b>A</b>
Student Achievement	93			Student Achievement	91		
School Progress	89			School Progress	84		
Closing the Gaps	93			Closing the Gaps	91		

#### Distinction Designations

Academic Achievement in Mathematics  
Post Secondary Readiness

#### Distinction Designations

Academic Achievement in Mathematics  
Top 25% Comparative Academic Growth

### Clyde Junior High School

2024	<b>80</b>		<b>B</b>	2025	<b>78</b>		<b>C</b>
Student Achievement	83			Student Achievement	81		
School Progress	82			School Progress	75		
Closing the Gaps	74			Closing the Gaps	72		

#### Distinction Designations

None

#### Distinction Designations

Academic Achievement in Science  
Academic Achievement in Social Studies

### Clyde Intermediate & Clyde Elementary

2024	<b>84</b>		<b>B</b>	2025	<b>87</b>		<b>B</b>
Student Achievement	77			Student Achievement	82		
School Progress	85			School Progress	88		
Closing the Gaps	83			Closing the Gaps	84		

#### Distinction Designations

Top 25% Comparative Academic Growth  
Top 25% Closing the Gaps

#### Distinction Designations

Academic Achievement in Reading/LA  
Academic Achievement in Mathematics  
Top 25% Comparative Academic Growth

## 11.4. Superintendent Report

### 11.4.1. Review of Student and Employee Handbooks

# Clyde ISD

## 2025-2026 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email [cbridges@cyldeisd.org](mailto:cbridges@cyldeisd.org)



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# Employee Handbook Receipt

Name \_\_\_\_\_

Campus/Department \_\_\_\_\_

I hereby acknowledge receipt of a copy of the Clyde CISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

<http://www.clydeisd.org>

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- I choose to receive a hard copy of the employee handbook and understand I am required to contact \_\_\_\_\_ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Superintendent if I have questions or concerns or need further explanation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Paula Kinslow.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at <https://pol.tasb.org/PolicyOnline?key=250>

# District Information

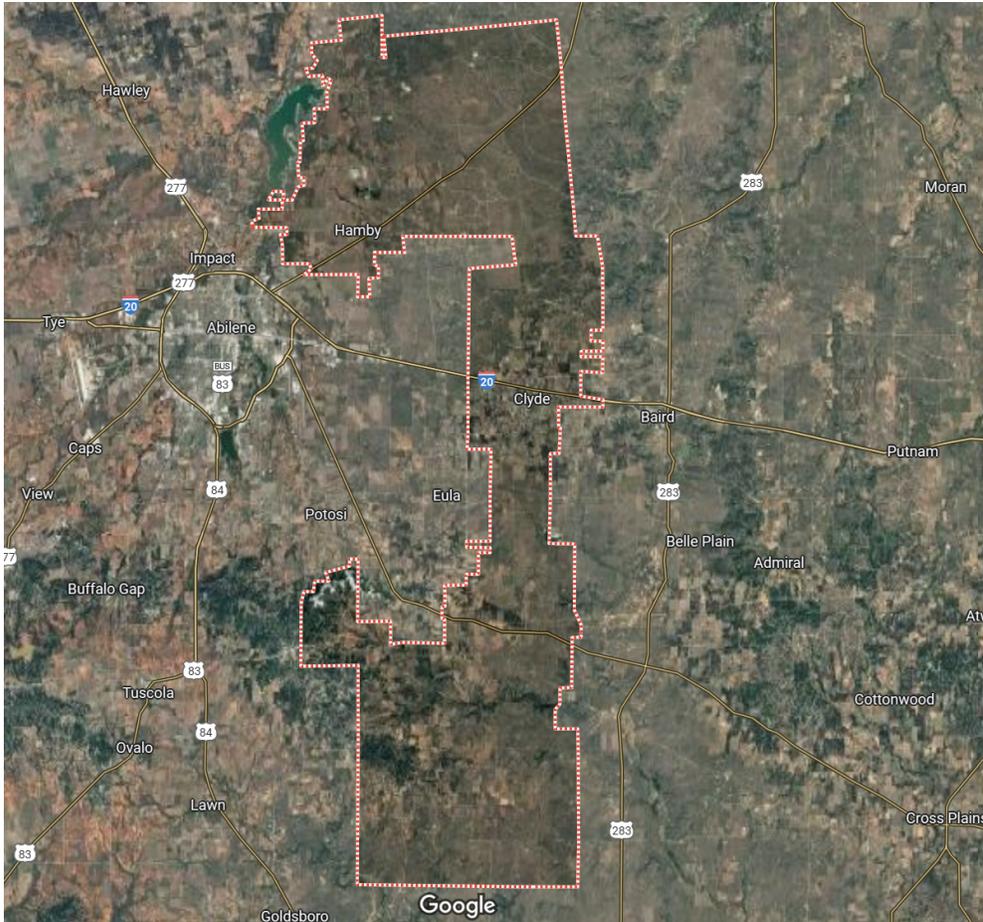
## Description of the District

Clyde Consolidated Independent School District is a large 3-A district encompassing parts of four counties: Callahan, Shackelford, Jones and Taylor. The District has four schools: Clyde Elementary, Clyde Intermediate, Clyde Junior High and Clyde High School and serves students from head start/pre-k to the twelfth grade.

Clyde CISD is a district of innovation which has a rich tradition of academics; vocational programs; fine arts with award winning band, choir, art, and theatre programs; and successful athletic teams. Each school has begun specialized academic programs to teach their student population.

Clyde CISD has a homegrown program to help teachers and paraprofessionals with educational expenses in areas of district need. A current area of high need is for certified teachers. Clyde CISD has an active Wellness Committee led by lead teachers and staff--they encourage fitness for all employees.

## District Map



## Mission Statement, Goals, and Objectives

### *Policy AE*

#### **Vision**

Clyde CISD will empower successful leaders for the challenges of the future.

#### **Mission**

**T.E.A.M.** Teaching, Encouraging, Achieving, Motivating

## Core Beliefs and Commitments

**We believe all students are capable of success.** We will provide a safe, secure, and challenging environment. We will value individual student growth in all areas. We will value each employee and student’s educational growth and learning.

**We believe in making student-driven and data-informed decisions.** We commit to putting the whole child first. We will consider multiple sources of data when making decisions.

**We believe EVERYONE has leadership capabilities.** We commit to instilling the 7 Habits of Highly Effective People in our students and staff. We will foster leadership opportunities for students, staff, parents, and the community.

**We believe parent/guardian participation and community collaboration are essential.** We commit to improving educational outcomes by engaging in collaborative relationships.

### Theme

Empowering Leaders. Committed to Success.

## Board of Trustees

*Policies BA, BB series, BD series, and BE series*

Texas law grants the board of trustees the power to govern and oversee the management of the district’s schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community’s commitment to a strong educational program for the district’s children. Board members are elected annually and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Mr. Robert Frost, President
- Mr. Greg Welch, Vice President
- Mrs. Bethany Powell, Secretary
- Mr. Jerry Don Black, Member
- Mr. Rufus Quintanilla, Member

- Mr. Cody Walton, Member
- Mr. Jay Louder, Member

The board usually meets the third Monday of the month at the Clyde Auxiliary Building. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and district bulletin board at least three business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

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

## **Board Meeting Schedule**

August 18, 2025

September 15, 2025

October 20, 2025

November 17, 2025

December 15, 2025

January 19, 2026

February 16, 2026

March 16, 2026

April 20, 2026

May 18, 2026

June 15, 2026

July 20, 2026

## Administration

Mr. Bryan Allen, Superintendent  
Mrs. Rhonda Neal, Chief Financial Officer  
Dr. Paula Kinslow, Director of Curriculum and Special Programs

## School Calendar

The school calendar is located on the school website: [www.clydeisd.org](http://www.clydeisd.org)

## Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

## School Directory

Mr. Casey Hodges  
Clyde High School Principal  
500 Hays Road  
Clyde, Texas 79510  
325.893.2161 x401

Dr. Paula Kinslow  
Director of Curriculum & Special Programs  
Central Office  
526 Shalimar Drive  
Clyde, TX 79510  
325.893.4222 x 603

Mr. Patrick Odom  
Clyde Junior High School Principal  
211 South 3<sup>rd</sup> Street West  
Clyde, TX 79510  
325.893.5788 x 301

Mrs. Rhonda Neal  
Chief Financial Officer  
Central Office  
526 Shalimar Drive  
Clyde, TX 79510  
325.893.4222 x 602

Mrs. Jamie Munoz  
Clyde Intermediate School Principal  
505 Hays Road  
Clyde, Texas 79510  
325.893.4788 x 101

Mr. Mike Neal  
Director of Technology  
2515 South Access Road  
Clyde, Texas 79510  
325.893.3100 x 610

Mrs. Mackenzie Bingham  
District Librarian  
Clyde High School

Mr. Bryan Allen  
Superintendent  
Central Office

500 Hays Road  
Clyde, Texas 79510  
325.893.2161 x 407

526 Shalimar Drive  
Clyde, Texas 79510  
325.893.4222 x 601

# Employment

## Equal Employment Opportunity

*Policies DAA, DIA*

In its efforts to promote nondiscrimination and as required by law, Clyde ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Bryan Allen, Superintendent, 526 Shalimar Drive Clyde, TX 79510, [Ballen@clydeisd.org](mailto:Ballen@clydeisd.org), 325-893-4222. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Paula Kinslow, Director of Curriculum, 526 Shalimar Drive Clyde, TX 79510, [pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org), 325-893-4222.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

## **Job Vacancy Announcements**

### *Policy DC*

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

## **Employment after Retirement**

### *Policy DC*

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website ([www.trs.texas.gov](http://www.trs.texas.gov)).

## **Contract and Noncontract Employment**

### *Policy DC series*

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

**Probationary Contracts.** Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

**Term Contracts.** Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment

policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

**Noncertified Professional and Administrative Employees.** Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

**Paraprofessional and Auxiliary Employees.** All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

## **Certification and Licenses**

*Policies DBA, DF*

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Courtney Bridges in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Rhonda Neal when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Paula Kinslow if you have any questions regarding certification or licensure requirements.

## **Recertification of Employment Authorization**

*Policy DC*

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Courtney Bridges if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

## **Searches and Alcohol and Drug Testing**

*Policy CQ, DHE*

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

**Employees Required to Have a Commercial Driver's License.** Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Rhonda Neal.

## **Health Safety Training**

*Policies DBA, DMA*

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued

by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to campus principal by the first contract day.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

## **Reassignments and Transfers**

### *Policy DK*

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by the end of the contract year. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the central office and must be approved by the receiving supervisor.

## **Workload and Work Schedules**

### *Policies DEAB, DK, DL*

**Professional Employees.** Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30

minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

**Paraprofessional and Auxiliary Employees.** Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 23 for additional information.

## **ADA Accommodations**

*Policies DAA, DBB, DIA*

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting campus principal or the ADA coordinator and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form, which is available upon request from HR.

Upon receiving the reasonable accommodation request, HR will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

## **Breaks for Expression of Breast Milk**

*Policies DEAB, DG*

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Paula Kinslow, Director of Curriculum, 325-893-4222.

## **Pregnant Workers Fairness Act**

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Rhonda Neal, Assistant Superintendent, 325-893-4222 to begin the interactive process.

## **Notification to Parents Regarding Qualifications**

*Policies DK, DBA*

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call 325-893-4222.

## **Outside Employment and Tutoring**

*Policy DBD*

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside

employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

**Administrators.** An employee who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district is restricted from outside employment. Administrators may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district.

Administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers. An exception applies to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. Services must be performed on the administrator's personal time. Contact the superintendent for more information.

## **Performance Evaluation**

### *Policy DN series*

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

## **Employee Involvement**

### *Policies BQA, BQB*

At both the campus and district levels, Clyde CISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-

making process are available in each campus office or from Paula Kinslow, Director of Curriculum & Special Programs.

## **Staff Development**

### *Policy DMA*

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

## **Mental Health Training**

### *Policy DMA*

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

# **Compensation and Benefits**

## **Salaries, Wages, and Stipends**

### *Policies DEA, DEAA, DEAB*

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law.

Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 23.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Rhonda Neal for more information about the district's pay schedules or their own pay.

## **Paychecks**

All employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact Courtney Bridges if they have any questions.

The schedule of pay dates for the 2025–2026 school year follows:

August 20, 2026

September 19, 2025

October 20, 2025

November 20, 2025

December 19, 2025

January 20, 2026

February 20, 2025

March 20, 2025

April 20, 2026

May 20, 2026

June 19, 2026

July 20, 2026

August 20, 2026

## **Automatic Payroll Deposit**

Employees can have their paychecks electronically deposited into a designated account. A notification period of one month is necessary to activate this service. Contact Ginger Huxley for more information about the automatic payroll deposit service.

## **Payroll Deductions**

*Policy CFEA*

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

**Overpayments.** Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

## **Overtime Compensation**

*Policies DEAB, DEC*

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. Sunday and ends at 11:59 p.m. Saturday.

Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

## **Travel Expense Reimbursement**

*Policy DEE*

Before any travel expenses are incurred by an employee, the employee's supervisor and Rhonda Neal must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the

district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

## **Health, Dental, and Life Insurance**

### *Policy CRD*

Group health insurance coverage is available to all employees. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees in a separate booklet entitled

<https://www.region14benefitportal.com/clyde/clyde.html>.

The health insurance plan year is from September 1 through August 31. New employees must complete enrollment forms within the first thirty-one days of employment. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Employees should contact Ginger Huxley for more information.

## **Supplemental Insurance Benefits**

### *Policy CRD*

At their own expense, employees may enroll in supplemental insurance programs for accidents, cancer, critical illness, dental heart & stroke, life insurance, medical gap plans, vision and savings plans. Premiums for these programs can be paid by payroll deduction. Employees should contact Ginger Huxley for more information.

## **Cafeteria Plan Benefits (Section 125)**

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

## **Workers' Compensation Insurance**

### *Policy CRE*

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from School Comp, effective September 2013.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to Rhonda Neal. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 35 for information on use of paid leave for such absences.

## **Unemployment Compensation Insurance**

### *Policy CRF*

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Rhonda Neal.

## **Teacher Retirement**

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Ginger Huxley as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web ([www.trs.texas.gov](http://www.trs.texas.gov)). See page 38 for information on restrictions of employment of retirees in Texas public schools.

## Other Benefit Programs

### Reimbursement at Retirement as an Attendance Incentive

Employees having at least seven years of continuous service in the District and meeting the requirements of retirement with the Texas Retirement System shall be reimbursed upon retirement for a maximum of 25 unused personal leave days (state and/or local leave combined). Payment shall be at a rate determined by the Board.

## Leaves and Absences

*Policies DEC, DECA, DECB*

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Rhonda Neal for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in ½ increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Sick Leave Accumulated before 1995
- State Personal Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for 5 consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

**Immediate Family.** For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse

- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

**Medical Certification.** Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

**Continuation of Health Insurance.** Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

## Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

**Nondiscretionary.** Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

**Discretionary.** Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

**Leave Proration.** If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

## State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

## **Local Leave**

All employees shall earn five workdays of paid local leave per school year in accordance with administrative regulations. Local leave shall accumulate without limit.

## **Extended Leave**

### **Vacation**

*Policy DED*

*Each full-time maintenance or custodial employee employed with a normal work year of 250 days shall earn ten paid vacation days per year after one year of district employment. In the first year of employment, after six months of employment the employees shall earn a maximum of five days of vacation.*

- Each eligible employee shall use five paid vacation days during the Winter Break.
- Each eligible employee shall schedule with the superintendent the use of remaining vacation days during the summer but before the beginning of the duty year for teachers.
- Vacation days shall not accumulate from year to year. The district shall not pay for unused vacation days.

### **Sick Leave Bank (or Pool)**

The purpose of the Sick Leave Bank (SLB) is to provide additional sick leave days to members of the bank in the event of the member's (or the member's legal spouse's) catastrophic illness or injury. Days may be requested from the bank only after the member has exhausted all accumulated state and local leave. All full-time employees, ten, eleven, and twelve-month personnel, of the CCISD are eligible for membership. To enroll

a full-time employee must contribute one or more accrued or anticipated State Personal Leave Days.

## **Family and Medical Leave Act (FMLA)—General Provisions**

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

### **What is FMLA leave?**

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military service member.

An eligible employee who is the spouse, child, parent or next of kin of a covered service member with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the service member.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer’s paid leave policy covers the reason for which you need FMLA leave.

### **Am I eligible to take FMLA leave?**

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different “hours of service” requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

#### **How do I request FMLA leave?**

Generally, **to request FMLA leave you *must***:

- Follow your employer’s normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must also inform your employer if FMLA leave was previously taken*** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional

employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

### **What does my employer need to do?**

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

### **Where can I find more information?**

Call **1-866-487-9243** or visit [dol.gov/fmla](https://dol.gov/fmla) to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



## Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period

- measured forward from the date an individual employee's first FML begins

**Use of Paid Leave.** FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

**Combined Leave for Spouses.** Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

**Intermittent Leave.** When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

**Fitness for Duty.** An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

**Reinstatement.** An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

**Failure to Return.** If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

**District Contact.** Employees that require FML or have questions should contact Rhonda Neal for details on eligibility, requirements, and limitations.

## **Temporary Disability Leave**

**Certified Employees.** Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the superintendent should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

## **Workers' Compensation Benefits**

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

## **Assault Leave**

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to the supervisor.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person non-responsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

## **Bereavement Leave**

State Sick Leave may be used for the death of immediate family member.

## **Jury Duty**

*Policies DEC, DG*

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

## **Compliance with a Subpoena**

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

## **Truancy Court Appearances**

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

## **Religious Observance**

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

## **Military Leave**

**Paid Leave for Military Service.** Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

**Reemployment after Military Leave.** Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Rhonda Neal. In most cases, the length of federal military service cannot exceed five years.

**Continuation of Health Insurance.** Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Rhonda Neal for details on eligibility, requirements, and limitations.

## **Mental Health Leave for Peace Officers and Licensed Telecommunicators**

## **Quarantine Leave for Peace Officers**

## **Leave for Police Officers for Illness or Injury**

A full-time district employed licensed police officer who regularly serves in a law enforcement capacity in a district police department is entitled to a paid leave of absence (LOA) for an illness or injury related to the person's line of duty. If necessary, the leave shall continue for at least one year.

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

## **Payment for Accumulated Leave Upon Separation**

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or non-renewed, except in the event of a reduction in force.
2. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 60 days before the last day of employment. Noncontract employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least seven years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 25 days, at a rate established by the Board. If the employee is reemployed with the District, the days for which the employee received payment shall not be available to that employee.

# **Employee Relations and Communications**

## **Employee Recognition and Appreciation**

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include on the district webpage.

## **District Communications**

Throughout the school year, the central office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

[www.clydeisd.org](http://www.clydeisd.org)

ParentSquare communication program/app

Clyde Journal—local newspaper

# Complaints and Grievances

## *Policy DGBA*

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

[www.clydeisd.org](http://www.clydeisd.org)

<https://pol.tasb.org/Policy/Code/250?filter=DGBA>

# Employee Conduct and Welfare

## Standards of Conduct

### *Policy DH*

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 65 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

## *Texas Educators' Code of Ethics*

### **Purpose and Scope**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

### **Enforceable Standards**

#### **1. Professional Ethical Conduct, Practices, and Performance**

**Standard 1.1** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

**Standard 1.2** The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

**Standard 1.3** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

**Standard 1.4** The educator shall not use institutional or professional privileges for personal or partisan advantage.

**Standard 1.5** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

**Standard 1.6** The educator shall not falsify records, or direct or coerce others to do so.

**Standard 1.7** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

**Standard 1.8** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

**Standard 1.9** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

**Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

**Standard 1.11** The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

**Standard 1.12** The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

**Standard 1.13** The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

## **2. Ethical Conduct toward Professional Colleagues**

**Standard 2.1** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

**Standard 2.2** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

**Standard 2.3** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**Standard 2.4** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

**Standard 2.5** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

**Standard 2.6** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

**Standard 2.7** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**Standard 2.8** The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### 3. Ethical Conduct toward Students

**Standard 3.1** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

**Standard 3.2** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

**Standard 3.3** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

**Standard 3.4** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

**Standard 3.5** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

**Standard 3.6** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

**Standard 3.7** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

**Standard 3.8** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

**Standard 3.9** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

## **Discrimination, Harassment, and Retaliation**

### *Policies DH, DIA*

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

[www.clydeisd.org](http://www.clydeisd.org)

<https://pol.tasb.org/Policy/Code/250?filter=DIA>

## **Harassment of Students**

### *Policies DF, DH, DHB, FFG, FFH, FFI*

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any

district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 46 and *Bullying*, page 69 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

<https://pol.tasb.org/Home/Index/250>

## **Reporting Suspected Child Abuse**

*Policies DG, FFG, GRA*

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

A person responsible for the care, custody, or welfare of the child (including a teacher) is required to report alleged abuse or neglect to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (<https://www.txabusehotline.org/Login/Default.aspx> or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

## **Sexual Abuse and Maltreatment of Children**

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at [www.clydeisd.org](http://www.clydeisd.org). As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe 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 following the procedures described above in *Reporting Suspected Child Abuse*.

## **Reports to Texas Education Agency**

### *Policies DF, DHB, DHC*

The conduct of an employee must be reported to TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee the conduct below must also be reported:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

## **Reporting Crime**

### *Policy DG*

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

## **Scope and Sequence**

### *Policy DG*

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

## **Technology Resources**

### *Policy CQ*

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Mike Neal.

## **Personal Use of Electronic Communications**

### *Policy CQ, CY, DH*

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social

network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
  - Confidentiality of student records. [See Policy FL]

- Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
- Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

## **Electronic Communications between Employees, Students, and Parents**

### *Policy DH*

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
  - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message;
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.

- The employee shall not communicate directly with any student between the hours of 10:30 p.m. and 5:30 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
  - Copyright law [Policy CY]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

## **Public Information on Private Devices**

*Policy DH, GB*

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will

take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

## **Criminal History Background Checks**

### *Policy DBAA*

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

## **Employee Arrests and Convictions**

### *Policy DH, DHB, DHC*

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft

- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator’s criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

## **Alcohol and Drug-Abuse Prevention**

*Policy DH*

Clyde ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district’s policy regarding employee drug use follows:

<http://pol.tasb.org/Policy/Code/250?filter=DH>

## **Tobacco and Nicotine Products and E-Cigarette Use**

*Policies DH, FNCD, GKA*

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

## **Fraud and Financial Impropriety**

### *Policy CAA*

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

## **Conflict of Interest**

### *Policy CB, DBD*

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

## **Gifts and Favors**

### *Policy DBD*

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

## **Copyrighted Materials**

### *Policy CY*

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

## **Associations and Political Activities**

### *Policy DGA*

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

## **Charitable Contributions**

### *Policy DG*

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

## **Safety and Security**

### *Policy CK series*

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 60-61 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.

- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Bryan Allen.

## **Possession of Firearms and Weapons**

*Policies DH, FNCG, GKA*

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the superintendent immediately.

## **Visitors in the Workplace**

*Policy GKC*

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

## **Asbestos Management Plan**

*Policy CSC*

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of

the district's management plan is kept in the central office and is available for inspection during normal business hours.

## **Pest Control Treatment**

*Policies CLB, DI*

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the central office. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

## **Other Topics**

# **General Procedures**

## **Emergency School Closing**

*Policy EB*

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on *ParentSquare*, the district's website, and will notify the following radio and television stations:

[www.clydeisd.org](http://www.clydeisd.org)

**KTAB-television**

**KTXS-television**

**KEAN-FM radio**

## **Emergencies**

*Policies CKC, CKD*

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

## **Purchasing Procedures**

*Policy CH*

All requests for purchases must be submitted to the campus office or appropriate department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without an approved PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Rhonda Neal for additional information on purchasing procedures.

## **Name and Address Changes**

It is important that employment records be kept up to date. Employees must notify the central office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Ginger Huxley.

## **Personnel Records**

*Policy DBA, GBA*

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number

- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Ginger Huxley. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

## **Facility Use**

*Policies DGA, GKD*

Employees who wish to use district facilities after school hours must follow established procedures. The campus secretary is responsible for scheduling the use of facilities after school hours. Contact the campus secretary to request to use school facilities and to obtain information on the fees charged.

# **Termination of Employment**

## **Resignations**

*Policy DFE, DHB*

**Contract Employees.** Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 65. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

**Noncontract Employees.** Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the superintendent at least two weeks

prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to SBEC.

## **Dismissal or Nonrenewal of Contract Employees**

*Policies DF Series, DHB*

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

## **Dismissal of Noncontract Employees**

*Policies DCD, DP*

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of

certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 40)

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

## **Discharge of Convicted Employees**

### *Policy DF*

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

## **Exit Interviews and Procedures**

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

## **Reports Concerning Court-Ordered Withholding**

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee’s last known address
- Name and address of the employee’s new employer, if known

## Student Issues

### Equal Educational Opportunities

*Policies FB, FFH*

In an effort to promote nondiscrimination and as required by law, Clyde ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (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 Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Bryan Allen, superintendent, 526 Shalimar Drive, Clyde, TX, [ballen@clydeisd.org](mailto:ballen@clydeisd.org), 325-893-4222, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Paula Kinslow, Director of Curriculum, 526 Shalimar Drive, Clyde, [pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org), 325-893-4222 the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

### Student Records

*Policy FL*

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student’s records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student’s records before this time.

- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

## **Parent and Student Complaints**

### *Policy FNG*

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

## **Administering Medication to Students**

### *Policy FFAC, FFAF*

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

## **Dietary Supplements**

### *Policies DH, FFAC*

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

## **Psychotropic Drugs**

### *Policy FFAC*

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.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

## **Student Conduct and Discipline**

### *Policies in the FN series and FO series*

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

## **Student Attendance**

### *Policy FEB*

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

## **Bullying**

### *Policy FFI*

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

[www.clydeisd.org](http://www.clydeisd.org)

<http://pol.tasb.org/Policy/Code/250?filter=FFI>

## **Hazing**

### *Policy FNCC*

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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**Clyde CISD - Elementary Student Handbook  
Clyde Elementary and Clyde Intermediate  
2025-2026 School Year**

If you have difficulty accessing the information in this document because of disability, please contact the district at [pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org) and 325-893-4222.

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**Campus Information:**

**Clyde Elementary School**

Principal: Joshua Parker

318 Forrest Road

Clyde, TX 79510

[jparker@clydeisd.org](mailto:jparker@clydeisd.org)

**Clyde Intermediate School**

Principal: Jamie Munoz

505 Hays Road

Clyde, TX 79510

[jamunoz@clydeisd.org](mailto:jamunoz@clydeisd.org)

## **Preface Parents and Students:**

Welcome to the new school year!

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

The Clyde CISD Elementary Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Clyde CISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.clydeisd.org](http://www.clydeisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.clydeisd.org](http://www.clydeisd.org).

The policy manual includes:

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

For questions about the material in this handbook, please contact:

**Clyde Elementary:**

Joshua Parker

Principal

318 Forrest Road, Clyde, TX 79510

[jparker@clydeisd.org](mailto:jparker@clydeisd.org)

325.893.4788

**Clyde Intermediate:**

Jamie Munoz

Principal

505 Hays Road, Clyde, TX 79510

[jamunoz@clydeisd.org](mailto:jamunoz@clydeisd.org)

325.893.2815

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

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

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

**Accessibility**

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

Paula Kinslow

Director of Curriculum and Special Program

526 Shalimar, Clyde, TX

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

325.893.4222

## Section One: Parental Rights

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

### Consent, Opt-Out, and Refusal Rights

#### Consent to Conduct a Psychological Evaluation

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

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

#### Consent to Human Sexuality Instruction

##### *Annual Notification*

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. The Esteem Curriculum will be used for human sexuality instruction for grades 5th-12th. This curriculum adheres to Sexual Risk Avoidance (SRA) National Standards. This program is evidence-based, medically accurate, and proven effective.

For further information, see the district's human sexuality instruction website at <https://esteemjourney.com/>, a copy of the curriculum materials are available to parents by contacting the District Nurse. Contraceptive Information will be included in human sexuality instruction for grades 8th through 12th.

The parent/guardian must opt in student in order for the student to participate in human sexuality instruction.

In accordance with state law, a parent may:

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

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

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

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

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

#### ***Consent Before Human Sexuality Instruction***

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

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

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

#### ***Annual Notification***

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

The Esteem Curriculum will be used for human sexuality instruction and for instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking for grades 5th-12th. This program is evidence-based, medically accurate, and proven effective. For further information, see the district's human sexuality instruction website at <https://esteemjourney.com/>, a copy of the curriculum materials are available to parents by contacting the District Nurse.

The parent/guardian must opt in the student in order for the student to participate in the Esteem Curriculum.

In accordance with state law, a parent may:

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

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

**Consent to Provide a Mental Health Care Service**

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

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

For information, please contact your school counselor.

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

The mental health liaison can be reached at:

Stacy Phillips

Jennifer Wilson

Elementary School Counselor

Intermediate School Counselor

318 Forrest Road, Clyde, TX 79510

505 Hays Road, Clyde, TX 79510

aphillips@clydeisd.org

jwilson@clydeisd.org

325.893.4788

325.893.2815

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

[See **Mental Health Support** page]

**Consent to Display a Student’s Original Works and Personal Information**

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

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

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

### **Consent to Receive Parenting and Paternity Awareness Instruction if a Student is Under Age 14**

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

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

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

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

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

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

### **Prohibiting the Use of Corporal Punishment**

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use. A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

#### **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

### **Limiting Electronic Communications between Students and District Employees**

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

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

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

### **Objecting to the Release of Directory Information**

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name, address, photograph, date of birth, major field of study, honors, awards, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes,

the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, honors, awards, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

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

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

- Name
- Address
- Telephone listing

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

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

**Participation in Third-Party Surveys**

***Consent Required Before Student Participation in a Federally Funded Survey***

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

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

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

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

***“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

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

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

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

A parent may inspect:

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

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

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

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

**Reciting a Portion of the Declaration of Independence in Grades 3-12**

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

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

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

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

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

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

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

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

### **Religious or Moral Beliefs**

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

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

### **Tutoring or Test Preparation**

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

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

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

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

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

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

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

#### **Parent Review of Instructional Materials**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

**Parents may access instructional plans on the district website and the beginning of each year.**

[For information about parental access to any online library catalog and library materials, see Library (All Grade Levels).]

#### **District Review of Instructional Materials**

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

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

For more information about requesting an instructional material review, contact Director of Curriculum and Instruction, Dr. Paula Kinslow at [pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org).

#### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

#### **Student Records**

##### ***Accessing Student Records***

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

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records

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

***Authorized Inspection and Use of Student Records***

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

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

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

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

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

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

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

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

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

School officials may include:

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

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

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

- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page to prohibit this disclosure.]

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

The campus principal is 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.

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

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

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

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

Joshua Parker

Jamie Munoz

Elementary School Principal

Intermediate School Principal

318 Forrest Road, Clyde, TX 79510

505 Hays Road, Clyde, TX 79510

[jparker@clydeisd.org](mailto:jparker@clydeisd.org)

[jamunoz@clydeisd.org](mailto:jamunoz@clydeisd.org)

325.893.4788

325.893.2815

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

Joshua Parker

Jamie Munoz

Elementary School Principal

Intermediate School Principal

318 Forrest Road, Clyde, TX 79510

505 Hays Road, Clyde, TX 79510

[jparker@clydeisd.org](mailto:jparker@clydeisd.org)

[jamunoz@clydeisd.org](mailto:jamunoz@clydeisd.org)

325.893.4788

325.893.2815

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

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

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

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

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office [www.clydeisd.org](http://www.clydeisd.org).

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

#### **Teacher and Staff Professional Qualifications**

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

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

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

#### **A Student with Exceptionalities or Special Circumstances**

##### **Children of Military Families**

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/partnership/interstatecompact.cfm) (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

### **Parental Role in Certain Classroom and School Assignments**

#### ***Multiple-Birth Siblings***

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

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

#### ***Safety Transfers/Assignments***

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

The board may transfer a student who has engaged in bullying to another classroom.

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

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

[See policy FDE for more information.]

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

#### **Student Use of a Service/Assistance Animal**

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

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

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

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

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

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

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Dr. Paula Kinslow

Director of Curriculum and Special Programs

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

325.893.4222

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

### **A Student Who Is Homeless**

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

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

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

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison:

Dr. Paula Kinslow

Director of Curriculum and Special Programs

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

325.893.4222

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

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

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

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

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

### ***Special Education Referrals***

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

Additional information regarding special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)).

### ***Contact Person for Special Education Referrals***

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

Joshua Parker

Jamie Munoz

Elementary School Principal

Intermediate School Principal

318 Forrest Road, Clyde, TX 79510

505 Hays Road, Clyde, TX 79510

jparker@clydeisd.org

325.893.4788

jamunoz@clydeisd.org

325.893.2815

***Section 504 Referrals***

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

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

***Contact Person for Section 504 Referrals***

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

Stacy Phillips

Elementary School Counselor

318 Forrest Road, Clyde, TX 79510

aphillips@clydeisd.org

325.893.4788

Jennifer Wilson

Intermediate School Counselor

505 Hays Road, Clyde, TX 79510

jwilson@clydeisd.org

325.893.2815

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) ([https://fw.escapps.net/Display\\_Portal?destination=/](https://fw.escapps.net/Display_Portal?destination=/))
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

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

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

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

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

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

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

**A Student Who Speaks a Primary Language Other than English**

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

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

[See **Emergent Bilingual Students(ALL GRADE LEVELS)** and **Special Programs(ALL GRADE LEVELS)**.]

**A Student with Physical or Mental Impairments Protected under Section 504**

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

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

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

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

## **Section Two: Other Important Information for Parents and Students**

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

### **Absences/Attendance**

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

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

### **Compulsory Attendance**

#### ***Prekindergarten and Kindergarten***

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

#### ***Ages 6-18***

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

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

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

#### ***Age 19 and Older***

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

### **Compulsory Attendance — Exemptions**

#### ***All Grade Levels***

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

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

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

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

### ***Secondary Grade Levels***

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

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

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

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

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

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

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

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

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

### **Compulsory Attendance — Failure to Comply**

#### ***All Grade Levels***

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

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

#### ***Students with Disabilities***

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

#### ***Ages 6-18***

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

The notice will:

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

The truancy prevention facilitator for the district is:

Lori Goldston

Elementary School Asst. Principal

318 Forrest Road, Clyde, TX 79510

lgoldston@clydeisd.org

325.893.4788

Erin Davis

Intermediate School Asst. Principal

505 Hays Road, Clyde, TX 79510

edavis@clydeisd.org

325.893.2815

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

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

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

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

### ***Age 19 and Older***

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

### **Attendance for Credit or Final Grade (All Grade Levels)**

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

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

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

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

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

### **Official Attendance-Taking Time (All Grade Levels)**

The district will take official attendance every day at 9:00 a.m.

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

**Documentation after an Absence (All Grade Levels)**

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

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

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

Within 2 days of returning to school, a student who is absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

***Certification of Absence Due to Severe Illness or Treatment***

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

**Driver License Attendance Verification (Secondary Grade Levels Only)**

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

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

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

### **Accountability under State and Federal Law (All Grade Levels)**

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

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

Accountability information can be found on the district's website at [www.clydeisd.org](http://www.clydeisd.org). Hard copies of any reports are available upon request to the district's administration office.

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

### **Awards and Honors (All Grade Levels)**

Clyde Elementary and Clyde Intermediate have various awards to be given for student achievement throughout the school year, as well as at the end of grading periods.

### **Bullying (All Grade Levels)**

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

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

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

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

- A cellular or other type of telephone
- A computer

- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

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

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

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another

district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by completing an online form on the district website at [www.clydeisd.org](http://www.clydeisd.org)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Celebrations (All Grade Levels)**

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

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

Due to the increasing amount of food allergies among children, the use of non food rewards and celebrations is always preferred. Clyde CISD acknowledges that there are instances when foods are used appropriately as part of instruction. Additionally the Texas Education Code §28.002(L-3)(1) permits parents/guardians or grandparents to provide a birthday snack for their child's birthday. The following is the food policy for Clyde Elementary and Intermediate Schools:

- The campus nurse will be given a **two week advance written notice** from the parent/guardian or grandparent that will provide any food items to students for birthday celebrations. If you would like to celebrate your child's birthday, non food items are always acceptable without notice.

The notice must include:

- The food label must be provided, including the complete ingredient list and all information about production line exposure to known food allergens.
- No substitutions will be made once the campus nurse is given this notice.
- All snacks must be individually wrapped and packaged in a disposable container. Clyde Schools will not be responsible for parents' personal kitchen items.
- All snacks must be delivered by the parent/guardian/grandparent to the campus office. Children will not be permitted to carry snacks to be shared with the class.
- Birthday snacks will be distributed by Clyde CISD staff.
- You will be notified via ParentSquare if there plans to be a birthday celebration in your student's class.
- If there is a food allergy in your child's class, the teacher or school nurse will notify you. It is asked that any snacks brought to school do not include that allergen.
- For any scheduled school celebrations in a classroom with food allergies, the teacher may request a monetary donation from parents and purchase food for the celebration, or the teacher will provide a list of appropriate foods that parents may choose from.
- In any classrooms with a food allergy, an allergy sign will be posted on the door and in the substitute folder.

- Other kids in the classroom will be educated about food allergies and the importance of not sharing food.
- For any students with a severe allergy or anaphylaxis, a care plan will continue to be required from the parent in concordance with the child's physician. The nurse will provide the student's teacher a copy of the plan and a copy will be placed in the sub folder.
- Students with food allergies will be assessed and depending on the allergy may require an assigned seat in the cafeteria during lunch.
- Parents/Guardians are encouraged to attend field trips/ school organized parties.

[See **Food Allergies(All Grade Levels)** ]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at [www.clydeisd.org](http://www.clydeisd.org). Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

#### **Duty to Report**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

### **Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

#### **Physical abuse**

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

#### **Sexual Abuse**

- Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

#### **Emotional Abuse**

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

#### **Neglect**

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

## **Description and Warning Signs of Trafficking**

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

- A desire to quit a job but not being allowed to do so

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

### **Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) ([http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) ([www.txabusehotline.org](http://www.txabusehotline.org)).

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

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

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

## **Communications (All Grade Levels)**

### **Parent Contact Information**

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

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

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

A parent may update contact information by updating their account on Parent Portal.

### **Automated Emergency Communications**

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

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

### **Automated NonEmergency Communications**

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

Standard messaging rates of your wireless phone carrier may apply.

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

### **Complaints and Concerns (All Grade Levels)**

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [www.clydeisd.org](http://www.clydeisd.org). The complaint forms can be accessed at the principal's or superintendent's office.

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

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

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

## **Conduct (All Grade Levels)**

### **Applicability of School Rules**

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

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

### **Campus Behavior Coordinator**

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

Lori Goldston

Elementary School Asst. Principal

318 Forrest Road, Clyde, TX 79510

lgoldston@clydeisd.org

325.893.4788

Erin Davis

Intermediate School Asst. Principal

505 Hays Road, Clyde, TX 79510

edavis@clydeisd.org

325.893.2815

### **Deliveries**

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

### **Disruption of School Operations**

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

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

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

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

### **Social Events**

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

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

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

### **Counseling**

The district has a comprehensive school counseling program that includes:

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

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

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

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

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

### **Personal Counseling (All Grade Levels)**

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

If your child has experienced trauma, contact the school counselor for more information. [See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence.**]

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

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

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

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

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

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

### **Kindergarten Acceleration**

Contact Joshua Parker, Principal at Clyde Elementary for information on Kindergarten Acceleration.

### **Students in Grades 1-5**

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

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

### **Students in Grades 6-12**

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

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

- A score of 3 or higher on an AP examination, as applicable.

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at [www.clydeisd.org](http://www.clydeisd.org). [See policy FFH for more information.]

#### **Dating Violence**

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

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

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

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

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

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

For more information on dating violence, see:

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

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

### **Discrimination**

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

### **Harassment**

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

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

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

### **Sexual Harassment and Gender-Based Harassment**

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

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature,

such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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

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

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

### **Retaliation**

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

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

### **Reporting Procedures**

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

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

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

### **Investigation of Report**

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

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

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

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

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

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

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

### **Discrimination**

[See **Dating Violence, Discrimination, Harassment, and Retaliation(All Grade Levels)**]

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

#### **School Materials**

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

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

#### **Nonschool Materials**

##### ***From Students***

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

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

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

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

##### ***From Others***

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

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

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

Prior review will not be required for:

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

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

### **Dress and Grooming (All Grade Levels)**

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

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. The campus administration makes decisions about dress and grooming violations.

Since it is impossible to list all of the acceptable and unacceptable types of dress and grooming, the principal may use their judgment in deciding appropriate attire and grooming.

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, they may be placed in in-school suspension until they are in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, they will promptly return to regular classes.

Clyde CISD's dress code is established to teach grooming and hygiene, to 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:

- Students may not wear, as outer clothing, any clothing designed to be worn as an undergarment.
- Students may not wear strapless, spaghetti straps, tank or cut tops, half, or mesh shirts. All shirts and blouses should be of sufficient length so as not to expose the midriff and should be properly buttoned. Sleeveless shirts and blouses need to be at least three inches wide (**grades 6-12**), unaltered, and must have tight armholes so as not to reveal any undergarments.
- Shorts, dresses, or skirts are permitted if they are hemmed and are 5 inches from the top of the knee. Un-hemmed cut-off shorts or spandex shorts are not allowed.
- Leggings, tights, yoga or similar pants are permitted if they are modestly covered. No leggings with sheer inserts are allowed. Shirts must remain untucked when worn with leggings.
- Students may not wear excessively tight clothing and/or low cut blouses or tops that expose cleavage and/or midriff.
- Students must wear appropriate footwear. For student safety, it may be recommended and/or required for students to have appropriate shoes for different classes such as science, P.E., and Ag. Wheeled-shoes and house shoes are not permitted.
- Explicit or insinuating apparel or adornments that is disruptive to the educational process such as something vulgar, or that advertises alcoholic beverages, tobacco, drugs, sex, or violence is prohibited.
- Jeans will not have holes above the approved hemline. If jeans have holes above the approved hemline, the student must wear tights underneath the pants. Jeans must be worn in an appropriate manner and maintained at the waistline (sagging jeans is not permitted - "Sagging" is defined as pants low enough to expose the underwear). \*For purposes of this dress code, "approved hemline" means 5 inches from the top of the knee cap.\*
- Piercing permitted--ears and nasal only - Nasal piercing is limited to one stud - Gauging is not allowed (**grades 6-12**). Piercing permitted--ears only - Gauging is not allowed (**grades EE-5**).
- Body art/tattoos must be covered.
- Students should avoid extremes in hairstyles that attract so much attention that they interfere with the learning environment. Hair and facial hair should be kept clean and well groomed. Hair should be kept out from in front of eyes. Hair color must be of naturally occurring color in the human genome.
- Students are not allowed to wear hats in the buildings (except for campus approved hat days, dress-up days, etc.). If a student wears a hat into the building, the hat will be taken up and returned. Hoodies will be treated the same as a hat. Head coverings must be school approved.
- Students are not allowed to wear pajamas to school (except for campus approved dress-up days).
- No trench coats or gloves of any kind.

- No gang related dress or grooming items permitted.

Students participating in extracurricular activities or school-sponsored events are required to abide by the dress-code requirements unless otherwise communicated by school administration. Some school sponsored days and/or events may require exceptions to the above dress code policy as determined by the school administration.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

### **Electronic Devices and Technology Resources (All Grade Levels)**

#### **Safe Use of Technology**

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact:

Dr. Paula Kinslow

Director of Curriculum and Special Programs

pkinslow@clydeisd.org

325.893.4222

**[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).]**

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials(all Grade Levels)** for graphing calculator applications on computing devices.]

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

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.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

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

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

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

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

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

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

#### **Acceptable Use of District Technology Resources**

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

#### **Unacceptable and Inappropriate Use of Technology Resources**

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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

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

#### **End-of-Course (EOC) Assessments**

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

#### **Emergent Bilingual Students (All Grade Levels)**

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

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

English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

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

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

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

#### **Standards of Behavior**

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

#### **Offices and Elections**

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

#### **Fees (All Grade Levels)**

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**]

- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

### **Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may

be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

### **Gang-Free Zones (All Grade Levels)**

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

### **Gender-Based Harassment**

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

### **Grading Guidelines (All Grade Levels)**

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

### **Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation(All Grade Levels)**.]

### **Hazing (All Grade Levels)**

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

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

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

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

### **Health — Physical and Mental**

#### **Illness (All Grade Levels)**

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

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

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

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent. When the campus nurse or designated personnel determines a student needs to leave school due to a non-emergent illness or medical condition, the student contacts will be utilized and the student will need to be picked up within an hour of parent/emergency contact being contacted. If the situation is deemed a medical emergency, EMT will be notified to transfer student to hospital if parent is not readily available to transport student

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

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

**Immunization (All Grade Levels)**

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

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

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

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

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis(All Grade Levels)**.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization) (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization>) and policy FFAB(LEGAL) for more information.]

### Lice (All Grade Levels)

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

If your student is found to have live head lice, the campus nurse will contact you to pick up your child for treatment. The student may return to class following treatment. If you have questions regarding treatment, or have financial difficulty and are unable to purchase lice treatment, please contact your campus or district nurse. A ParentSquare notification will be sent out within 48 hours to all parents with a child in a class with a student that is found to have live lice in order for parents/guardians to monitor for head lice/nits. At the discretion of the school nurse/principal students in that class may be checked for lice and the parent/guardian will be notified if lice or nits are found. **For photos of lice and nits in hair**, follow this link: [HEAD LICE PHOTOS](#). Upon returning to school after treatment, please bring your child to the nurse's office for a lice check prior to returning to the classroom.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](#) (<https://www.cdc.gov/parasites/lice/head/parents.html>).

[See policy FFAA for more information.]

### Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks

for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

### **Asthma and Severe Allergic Reactions**

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

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

See also **Food Allergies** on page .

### **Unassigned Epinephrine Auto-injectors**

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

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

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

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

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

For additional information, see FFAC(LOCAL).

### **Unassigned Medication for Respiratory Distress**

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

The district will provide at each campus [*school personnel and/or school volunteers*] who are trained to administer prescription medication for respiratory distress during regular school hours.

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

For additional information, see FFAC(LOCAL).

### **Unassigned Opioid Antagonists**

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

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

### **Mental Health Support (All Grade Levels)**

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

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

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

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

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

For related information, see:

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

### **Physical Activity Requirements**

#### ***Elementary School***

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

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

#### ***Temporary Restriction from Participation in Physical Education***

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

### **Physical Fitness Assessment (Grades 3-12)**

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

**Debbie Richardson**

**Physical Education Teacher**

**[drichardson@clydeisd.org](mailto:drichardson@clydeisd.org)**

**325.893.2815**

### **Physical Health Screenings/Examinations**

#### ***Spinal Screening Program***

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

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

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

***Other Examinations and Screenings (All Grade Levels)***

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

[See policy FFAA for more information.]

**Special Health Concerns (All Grade Levels)**

***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [www.clydeisd.org](http://www.clydeisd.org) for information regarding meningitis.

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

[See **Immunization(All Grade Levels)**]

***Diabetes***

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

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

***Food Allergies (All Grade Levels)***

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

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [Food Allergy Plan](#) and [Food Policy](#) .

[See **Celebrations(All Grade Levels)** and policy FFAF for more information.]

***Seizures (All Grade Levels)***

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

[Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf)

(<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

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

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

**Health-Related Resources, Policies, and Procedures**

**Physical and Mental Health Resources (All Grade Levels)**

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

- The district nurse:

Holly Copher, RN, BSN

Clyde CISD District Nurse

[hcopher@clydeisd.org](mailto:hcopher@clydeisd.org)

325.893.2161 ext. 406

- The campus full time school counselor:

**Elementary:**

Stacy Phillips

School Counselor

[aphillips@clydeisd.org](mailto:aphillips@clydeisd.org)

325.893.4788

**Intermediate**

Jennifer Wilson

School Counselor

[jwilson@clydeisd.org](mailto:jwilson@clydeisd.org)

325.893.2815

- The local public health authority, Region 5 Department, which may be contacted at 325.893.2125.

- The local mental health authority, Callahan County Mental Health Department, which may be contacted at 325.893.5860.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [www.clydeisd.org](http://www.clydeisd.org).

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. Please see the [Clyde CISD Wellness Policy](#) for detailed strategies Clyde CISD has identified to address physical and mental health.

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

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

Paula Kinslow

Director of Curriculum and Special Programs

526 Shalimar, Clyde, TX 79510

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

325.893.4222

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

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at <https://www.clydeisd.org/page/shac>.

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

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

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

Holly Copher, RN, BSN

District Nurse

526 Shalimar, Clyde, TX 79510

hcopher@clydisd.org

325.893.2161 ext. 406

The Clyde CISD Wellness Plan is posted on the district website at [District Wellness Plan](#).

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

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

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

#### **Students Taken into Custody**

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

- To comply with an order of the juvenile court.

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

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

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

#### **Notification of Law Violations**

The district is required by state law to notify:

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

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

#### **Leaving Campus (All Grade Levels)**

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

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

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

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

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

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

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

#### **During Lunch**

Students leaving campus for lunch or any other reason must be checked out by an approved contact.

#### **At Any Other Time during the School Day**

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

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

#### **Lost and Found (All Grade Levels)**

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

#### **Makeup Work**

##### **Makeup Work Because of Absence (All Grade Levels)**

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

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

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

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

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

### **DAEP Makeup Work**

#### ***Elementary and Middle/Junior High School Grade Levels***

Students assigned to DAEP will complete classwork in accordance to the regular classroom and campus protocols.

#### ***Grades 9-12***

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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

#### ***Alternative Means to Receive Coursework***

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

#### ***Opportunity to Complete Courses***

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

### **Nondiscrimination Statement (All Grade Levels)**

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

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

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

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

Bryan Allen

Superintendent

526 Shalimar, Clyde, TX 79510

ballen@clydeisd.org

325.893.4222

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Paula Kinslow

Director of Curriculum and Special Programs

526 Shalimar, Clyde, TX 79510

pkinslow@clydeisd.org

325.893.4222

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

Bryan Allen

Superintendent

526 Shalimar, Clyde, TX 79510

ballen@clydeisd.org

325.893.4222

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

## **Parent and Family Engagement (All Grade Levels)**

### Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: [www.clydeisd.org](http://www.clydeisd.org)

### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports(All Grade Levels)**]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Organization and Watch DOGS.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Clyde Elementary:

Clyde Intermediate:

Joshua Parker

Principal

318 Forrest Road, Clyde, TX 79510

jparker@clydeisd.org

325.893.4788

Jamie Munoz

Principal

505 Hays Road, Clyde, TX 79510

jamunoz@clydeisd.org

325.893.2815

Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)(All Grade Levels)** and policies BDF, EHAA, FFA for more information.]

- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at Clyde Auxiliary Building. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 526 Shalimar and online at [www.clydeisd.org](http://www.clydeisd.org). [See policies BE and BED for more information.]

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

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

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

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

### **Prayer (All Grade Levels)**

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

### **Promotion and Retention**

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

- Teacher recommendation
- Grades

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

#### **Elementary and Middle/Junior High Grade Levels**

In grades 1-5, promotion is based on an overall average of 70 on a scale of 100 based on core-level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in language arts, reading, and mathematics; and a grade of 70 or above in either science or social studies.

#### **Repeating Prekindergarten— Grade-8 at Parent Request**

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

#### **Release of Students from School**

[See **Leaving Campus(All Grade Levels)**]

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

Report cards with each student's performance and absences in each class or subject are issued at least once every grading period.

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

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

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

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

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

#### **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation(All Grade Levels)** ]

## **Required State Assessments**

### **STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8**

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

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

### **Standardized Testing for a Student Enrolled Above Grade Level**

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

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

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

STAAR and EOC assessments are administered electronically.

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

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

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

### **Standardized Testing for a Student in Special Programs**

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

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

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

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

For more information, see the principal, school counselor, or special education director

### **Failure to Perform Satisfactorily on STAAR or EOC**

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

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

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

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

### **Safe Storage of Firearms**

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

### **Safety (All Grade Levels)**

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by [www.clydeisd.org](http://www.clydeisd.org).

- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

#### **Accident Insurance**

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

#### **Insurance for Career and Technical Education (CTE) Programs**

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

#### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

#### **Preparedness Training: CPR and Stop the Bleed**

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

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

#### **Emergency Medical Treatment and Information**

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

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

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

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

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

#### **Emergency School Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed

opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Parent Square, local news sources and district social media sites.

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

### **School Facilities**

#### **Asbestos Management Plan (All Grade Levels)**

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

Bryan Allen

Superintendent

526 Shalimar, Clyde, TX 79510

ballen@clydeisd.org

325.893.4222

#### **Food and Nutrition Services (All Grade Levels)**

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Melanie Brown

Director of Food Services

526 Shalimar, Clyde, TX 79510

mbrown@clydeisd.org

325.893.2398

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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

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

**1. mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

**2. fax:**

(833) 256-1665 or (202) 690-7442; or

**3. email:**

[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement(All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

***Vending Machines (All Grade Levels)***

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal.[See policy FFA for more information.]

**Pest Management Plan (All Grade Levels)**

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

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Bryan Allen

Superintendent

526 Shalimar, Clyde, TX 79510

ballen@clydeisd.org

325.893.4222

**Conduct Before and After School (All Grade Levels)**

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

**Library (All Grade Levels)**

The library is open for independent student use during the following times with a teacher permit during the regular school day.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact District Librarian, Makenzie Bingham @ mbingham@clydeisd.org. A district employee or parent may request the reconsideration of a library material by contacting the campus principal or another administrator or by submitting a reconsideration of library material request on a form available in the District's administrative office.

For more information, see EFB(LOCAL).

#### **Use of Hallways during Class Time (All Grade Levels)**

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

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

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

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

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

#### **School-Sponsored Field Trips (All Grade Levels)**

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

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

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

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

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

### **Searches**

#### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

#### **District Property (All Grade Levels)**

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

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

#### **Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

#### **Telecommunications and Other Electronic Devices (All Grade Levels)**

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

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

[See **Electronic Devices and Technology Resources(All Grade Levels)** and policy FNF(LEGAL) for more information.]

#### **Trained Dogs (All Grade Levels)**

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

#### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation(All Grade Levels)**]

#### **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual

students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Paula Kinslow

Director of Curriculum and Special Programs

526 Shalimar, Clyde, TX 79510

pkinslow@clydeisd.org

325.893.4222

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

### **Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce campus events.

### **Summer School (All Grade Levels)**

Students not meeting district or state requirements for promotion may be required to attend a Summer School or Summer Learning Program outlined by the district and/or campus.

### **Tardies (All Grade Levels)**

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

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

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

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

### **Transfers (All Grade Levels)**

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

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

[See **Safety Transfers/Assignments/Bullying(All Grade Levels)** and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

### **Transportation (All Grade Levels)**

#### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips(All Grade Levels)**]

#### **Buses and Other School Vehicles**

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

**I-20, the intersection of I-20 and Hays Rd, and all railroad crossings.**

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Cody Hodges

526 Shalimar, Clyde, TX 79510

chodges@clydeisd.org

325.893.4222

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Cody Hodges, 323.893.4222.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. 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 or e-cigarettes in 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, including loss of the privilege to ride in a district vehicle.

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

#### **Vandalism (All Grade Levels)**

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

#### **Video Cameras (All Grade Levels)**

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

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal.

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

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

## **Visitors to the School (All Grade Levels)**

### **General Visitors**

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

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

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

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

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

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

### **Visitors Participating in Special Programs for Students**

#### ***Business, Civic, and Youth Groups***

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

**Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal.

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

**Withdrawing from School (All Grade Levels)**

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

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

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

## Glossary

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

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

**CPS** stands for Child Protective Services.

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

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**Emergent bilingual student** refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

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

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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

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

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

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

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

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

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

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

**TAC** stands for the Texas Administrative Code.

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

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

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

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

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

## Appendix: Freedom from Bullying Policy

**Note to Student Handbook developer:** State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

[https://pol.tasb.org/Policy/Download/250?filename=FFI\(LOCAL\).html&title=STUDENT%20WELFARE&subitle=FREEDOM%20FROM%20BULLYING](https://pol.tasb.org/Policy/Download/250?filename=FFI(LOCAL).html&title=STUDENT%20WELFARE&subitle=FREEDOM%20FROM%20BULLYING)

Below is the text of Clyde CISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

### **Student Welfare: Freedom from Bullying**

Policy FFI(LOCAL) adopted on 10.13.2017. Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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

#### **Bullying Prohibited**

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

#### **Examples**

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

#### **Retaliation**

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

#### **Examples**

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

#### **False Claim**

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

#### Timely Reporting

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

#### Reporting Procedures

##### Student Report

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

##### Employee Report

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

##### Report Format

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

##### Notice of Report

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

##### Prohibited Conduct

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

##### Investigation of Report

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

##### Concluding the Investigation

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

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

## Notice to Parents

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

## District Action

### Bullying

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

### Discipline

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

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

### Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

### Transfers

The principal or designee shall refer to FDB for transfer provisions.

### Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

### Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

### Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

### Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

### Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

### Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## Appendix: Student Rights and Responsibilities Policy

**Note to Student Handbook developer:** State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

SB12 added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service will recommend revisions to FNG(LOCAL) in Update 126 later this year. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [www.clydeisd.org](http://www.clydeisd.org). Below is the text of **Clyde CISD's** policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

### Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on **7/22/2024**

#### Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

#### Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.

8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

#### **Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

#### Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Each party shall pay its own costs incurred in the course of the complaint.

#### Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

## Clyde CISD Secondary Student Handbook

2025-2026



Clyde CISD Secondary Campuses:

**Clyde High School**

500 Hays Road  
Clyde, TX 79510  
(325) 893-2161

Casey Hodges - Principal  
[cbhodges@clydeisd.org](mailto:cbhodges@clydeisd.org)

Mildred Petty - Assistant Principal  
[mpetty@clydeisd.org](mailto:mpetty@clydeisd.org)  
Grades 9-12

**Clyde Junior High School**

211 South 3rd West  
Clyde, TX 79510  
(325) 893-5788

Patrick Odom - Principal  
[jodom@clydeisd.org](mailto:jodom@clydeisd.org)  
Gerald Jordan - Assistant Principal  
[gjordan@clydeisd.org](mailto:gjordan@clydeisd.org)  
Grades 6-8

## Clyde CISD Secondary Student Handbook

### Clyde CISD Secondary Student Handbook

2025-26 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 526 Shalimar Drive Clyde, Texas 79510, email [contact@clydeisd.org](mailto:contact@clydeisd.org) or call (325) 893-4222.

## Clyde CISD Secondary Student Handbook

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## Clyde CISD Secondary Student Handbook

Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at Clyde Auxiliary Building 2515 South Access road West. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Administrative Building 526 Shalimar Drive and online at <https://www.clydeisd.org/>. [See policies BE and BED for more information.] ..... 98

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## Clyde CISD Secondary Student Handbook

### Board of Trustees

Robert Frost – President  
Greg Welch – Vice President  
Bethany Powell – Secretary  
Jerry Don Black – Member  
Jay Louder– Member  
Cody Walton– Member  
Rufus Quintanilla—Member

### Administration

Bryan Allen –Superintendent  
Rhonda Neal -CFO  
Paula Kinslow – Director of Curriculum and Special Programs

### High School

Casey Hodges – Clyde High School Principal  
Mildred Petty – Clyde High School Assistant Principal  
Johnathon Haddock – Clyde High School Athletic Director  
Chelsea Sims – Clyde High School Counselor A-K  
Alexander Jones– Clyde High School Counselor L-Z  
Holly Copher – District Nurse

### Junior High

Patrick Odom- Clyde Junior High Principal  
Gerald Jordan- Clyde Junior High Assistant Principal  
Callie Van Hoff- Clyde Junior High Counselor

### Contact

#### Clyde High School

500 Hays Road  
Clyde, TX 79510  
(325) 893-2161

#### Clyde Junior High

211 South 3rd West  
Clyde, TX 79510  
(325) 893-5788

#### Clyde Consolidated Independent School District

526 Shalimar Drive District Website: [clydeisd.org](http://clydeisd.org)  
Clyde, Texas 79510  
(325) 893-4222

**Vision Statement:** Clyde CISD will empower successful leaders for the challenges of the future.

**Mission Statement:** T.E.A.M. - Teaching, Encouraging, Achieving, Motivating

## Clyde CISD Secondary Student Handbook

### **Preface Parents and Students:**

Welcome to the new school year!

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

The Clyde CISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the CISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.clydeisd.org](http://www.clydeisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at **526 Shalimar Drive Clyde, Texas 79510**.

## Clyde CISD Secondary Student Handbook

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.clydeisd.org](http://www.clydeisd.org).

The policy manual includes:

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

For questions about the material in this handbook, please contact:

**Casey Hodges**

**Principal, Clyde High School**

**500 Hays Road**

**Clyde, Tx 79510**

**325.893.2161**

**[cbhodges@clydeisd.org](mailto:cbhodges@clydeisd.org)**

**Patrick Odom**

**Principal, Clyde Junior High**

**211 South 3<sup>rd</sup> West**

**Clyde, Tx 79510**

**325.893.5788**

**[jodom@clydeisd.org](mailto:jodom@clydeisd.org)**

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

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Clyde CISD will utilize Parent Square as the main host for electronic communication.

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

## Clyde CISD Secondary Student Handbook

### Accessibility

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

**Casey Hodges**

**Principal, Clyde High School**

**500 Hays Road**

**Clyde, Tx 79510**

**325.893.2161**

[cbhodges@clydeisd.org](mailto:cbhodges@clydeisd.org)

**Patrick Odom**

**Principal, Clyde Junior High**

**211 South 3<sup>rd</sup> West**

**Clyde, Tx 79510**

**325.893.5788**

[jodom@clydeisd.org](mailto:jodom@clydeisd.org)

### Section One: Parental Rights

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

#### Consent, Opt-Out, and Refusal Rights

##### Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

##### Consent to Human Sexuality Instruction

###### Annual Notification

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

Esteem: Grade 5 - HS workbook-based curriculum

Abstinence Based

Parent Opt-Out Form available

10 Lessons

1. Goal setting for improved academic outcomes/career planning
2. How to navigate positive and negative media influences
3. Puberty and human development/true cost of teen pregnancy/fatherhood
4. Explanation of the major STD's/benefits of waiting/character counts
5. Legal consequences of cyberbullying/sexting/child

## Clyde CISD Secondary Student Handbook

support/family & criminal law

6. Dangers of drug, alcohol, and tobacco use/brain development

9. Friendships/gangs & cliques/dating

standards/breaking-up/abstinence/abuse

10. Reviewing goals/self-discipline/having a growth

mindset/commitment & marriage

For further information, see the district's human sexuality instruction website at

[www.esteemjourney.com](http://www.esteemjourney.com)

In accordance with state law, a parent may:

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

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

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

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

### **Consent Before Human Sexuality Instruction**

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

## Clyde CISD Secondary Student Handbook

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

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

#### ***Annual Notification***

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

For further information, see the district's abuse prevention instruction website at <https://www.clydeisd.org>

In accordance with state law, a parent may:

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

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

### **Consent to Provide a Mental Health Care Service**

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

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

## Clyde CISD Secondary Student Handbook

If your child displays warning signs of mental health concerns at school, you will be contacted by the school counselor.

Clyde CISD has procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk.

Parents will be contacted about recommended intervention and provided available counseling options if a concern exists.

Clyde Secondary campuses follow the following procedures:

- If a student displays suicidal thoughts or self-harm then a staff member will accompany them to the office and or counselor for immediate conferencing.
- If a staff member suspects a concern, a Google Form is available for the staff member to submit to notify the counselor of the need for a student conference.
- If a student suspects a concern, a QR Code and Google Form are available for students to report concerns for others, or to self report.

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

The mental health liaison can be reached at:

Chelsea Sims or Alexander Jones  
Clyde High School Counselors  
[csims@clydeisd.org](mailto:csims@clydeisd.org) or [aljones@clydeisd.org](mailto:aljones@clydeisd.org)  
325.893.2161  
Callie Van Hoff  
Clyde Junior High School Counselor  
[cvanhoff@clydeisd.org](mailto:cvanhoff@clydeisd.org)  
325.893.5788

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

[See Mental Health Support (All Grade Levels)]

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

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

- Artwork
- Special projects
- Photographs

## Clyde CISD Secondary Student Handbook

- Original videos or voice recordings
- Other original works

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

### **Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14**

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

### **Consent to Video or Audio Record a Student When Not Already Permitted by Law**

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

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

### **Opting Out of Advanced Mathematics in Grades 6-8**

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

## Clyde CISD Secondary Student Handbook

### **Prohibiting the Use of Corporal Punishment**

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

### **Limiting Electronic Communications between Students and District Employees**

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

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

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

Clyde CISD will utilize Parent Square as the main host for electronic communication.

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

## Clyde CISD Secondary Student Handbook

### Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student’s first day of instruction for this school year. [See Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information, included in the forms packet.]

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

The district has identified the following as directory information: student name, address, photograph, date of birth, major field of study, honors, awards, dates of attendance, grade level, enrollment status. If a parent objects to the release of the student’s information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

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

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

## Clyde CISD Secondary Student Handbook

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

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

- Name
- Address
- Telephone listing

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

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

### **Participation in Third-Party Surveys**

#### ***Consent Required Before Student Participation in a Federally Funded Survey***

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

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

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

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

## Clyde CISD Secondary Student Handbook

### ***“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

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

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

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

A parent may inspect:

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

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

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

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

### **Reciting a Portion of the Declaration of Independence in Grades 3-12**

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

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

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

- A parent provides a written statement requesting that their child be excused

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- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

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

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

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

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

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

### **Religious or Moral Beliefs**

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

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

### **Tutoring or Test Preparation**

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding

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required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

### **Right of Access to Student Records, Instructional Materials, and District Records/Policies**

#### **Parent Review of Instructional Materials and Plan**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. Teachers will send home their course syllabus at the beginning of each semester.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

#### **District Review of Instructional Materials**

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

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

For more information about requesting an instructional material review, contact Dr. Paula Kinslow, Director of Curriculum and Special Programs.

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### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

### **Student Records**

#### ***Accessing Student Records***

A parent may review their child's records, including:

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

#### ***Authorized Inspection and Use of Student Records***

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Clyde CISD will utilize Parent Square as the main host for electronic communication.

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

Objecting to the Release of Directory Information, are the right to:

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

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

School officials may include:

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

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

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

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- To appropriate officials in connection with a health or safety emergency

When the district discloses directory information-designated details. [See Clyde CISD will utilize Parent Square as the main host for electronic communication.

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

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

- Objecting to the Release of Directory Information to prohibit this disclosure.]

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

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

Bryan Allen  
Superintendent  
[ballen@clydeisd.org](mailto:ballen@clydeisd.org)  
325.893.4222  
526 Shalimar Drive Clyde, TX 79510

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

Bryan Allen  
Superintendent

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ballen@clydeisd.org

325.893.4222

526 Shalimar Drive Clyde, TX 79510

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

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

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

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LLEGAL)]

The district's student records policy is found at policy FL(LLEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at [www.clydeisd.org](http://www.clydeisd.org).

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

### Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

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### A Student with Exceptionalities or Special Circumstances

#### Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children \(https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact\)](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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

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

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

More information is available at [Military Family Resources at the Texas Education Agency \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

#### Parental Role in Certain Classroom and School Assignments

##### ***Multiple-Birth Siblings***

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

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

##### ***Safety Transfers/Assignments***

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

The board may transfer a student who has engaged in bullying to another classroom.

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

**[See** A-honor roll, A-B-honor roll, attendance, top ten percent, and other awards are given at the end of the year. Students will also have opportunities to receive honors for National Honor Society, Jr. Beta and Beta Clubs, and many other awards and honors at the Junior High and High School levels.

Bullying (All Grade Levels), and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

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

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

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

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

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the

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state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

If you have questions, please contact the district's foster care liaison:

Dr. Paula Kinslow

Director of Curriculum and Special Programs

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

### **A Student Who Is Homeless**

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

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

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules

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- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

For more information on services for students who are homeless, contact the district’s homeless education liaison:

Dr. Paula Kinslow

Director of Curriculum and Special Programs

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

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

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

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

## Clyde CISD Secondary Student Handbook

### **Special Education Referrals**

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)).

### **Contact Person for Special Education Referrals**

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

Chelsea Sims or Alexander Jones  
Clyde High School Counselors  
[csims@clydeisd.org](mailto:csims@clydeisd.org) or [aljones@clydeisd.org](mailto:aljones@clydeisd.org) 325.893.2161

Callie Van Hoff  
Clyde Junior High School Counselor

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[cvanhoff@clydeisd.org](mailto:cvanhoff@clydeisd.org) 325.893.5788

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

Chelsea Sims or Alexander Jones  
Clyde High School Counselors  
csims@clydeisd.org or aljones@clydeisd.org 325.893.2161

### **Section 504 Referrals**

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

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

### **Contact Person for Section 504 Referrals**

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

Chelsea Sims or Alexander Jones  
Clyde High School Counselors  
csims@clydeisd.org or aljones@clydeisd.org 325.893.2161

Callie Van Hoff  
Clyde Junior High School Counselor  
[cvanhoff@clydeisd.org](mailto:cvanhoff@clydeisd.org) 325.893.5788

[See A Student with Physical or Mental Impairments Protected under Section 504]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/)  
([https://fw.escapps.net/Display\\_Portal?destination=/](https://fw.escapps.net/Display_Portal?destination=/))
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)  
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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## Clyde CISD Secondary Student Handbook

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

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

### **Texas Driving with Disability Program**

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

### **A Student Who Speaks a Primary Language Other than English**

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

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

## **Clyde CISD Secondary Student Handbook**

### **A Student with Physical or Mental Impairments Protected under Section 504**

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

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

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

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

## Clyde CISD Secondary Student Handbook

### Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact principal.

#### Absences/Attendance

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

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

#### Compulsory Attendance

Prekindergarten and Kindergarten

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

#### Ages 6-18

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

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

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

#### Age 19 and Older

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

## Clyde CISD Secondary Student Handbook

### Compulsory Attendance — Exemptions

#### *All Grade Levels*

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

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

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

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

#### *Secondary Grade Levels*

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

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

Driver License Attendance Verification (Secondary Grade Levels Only)]

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

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

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

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

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

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

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

### **Compulsory Attendance — Failure to Comply**

#### ***All Grade Levels***

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

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

## Clyde CISD Secondary Student Handbook

### **Students with Disabilities**

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

### **Ages 6-18**

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

The notice will:

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

The truancy prevention facilitator for the district is:

**Mildred Petty**

**Assistant Principal, CHS**

[mpetty@clydeisd.org](mailto:mpetty@clydeisd.org)

**Gerald Jordan**

**Assistant Principal CJH**

[gjordan@clydeisd.org](mailto:gjordan@clydeisd.org)

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

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

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

### **Age 19 and Older**

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

## Clyde CISD Secondary Student Handbook

### Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

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

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

### Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9am.

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

### Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent within **5 days** of the absence. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

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

### **Doctor's Note After an Absence for Illness (All Grade Levels)**

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

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

### ***Certification of Absence Due to Severe Illness or Treatment***

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

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

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

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

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

### **Accountability under State and Federal Law (All Grade Levels)**

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

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

Accountability information can be found on the district's website at [www.clydeisd.org](http://www.clydeisd.org). Hard copies of any reports are available upon request to the district's administration office.

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

### Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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

The test shall be offered on a date yet to be determined.

Contact the principal for information about this opportunity.

### Awards and Honors (All Grade Levels)

A-honor roll, A-B-honor roll, attendance, top ten percent, and other awards are given at the end of the year. Students will also have opportunities to receive honors for National Honor Society, Jr. Beta and Beta Clubs, and many other awards and honors at the Junior High and High School levels.

### Bullying (All Grade Levels)

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

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student

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- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

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

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status

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- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by filling out an online bully report either through the district website, or by scanning a QR code that is located on posters throughout the school, and filling out the form.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

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A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an [appendix](#).

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

### **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)**

The district offers career and technical education programs in the following areas:  
Programs of Study (POS) Offered at CHS:

Welding  
Animal Science  
Applied Agriculture Engineering  
Teaching and Training  
Marketing and Sales  
Healthcare Therapeutic  
Healthcare Diagnostic  
Medical Therapy  
Law Enforcement  
Advanced Manufacturing and Machinery Mechanics  
Cybersecurity (TSTC)  
Aviation Maintenance (TSTC)

Admission to these programs is based on registration and academic pathway

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

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[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

### **Celebrations (All Grade Levels)**

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

### **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at <https://www.clydeisd.org/upload/page/0044/docs/24-25/2024-2025%20Clyde%20Consolidated%20Independent%20School%20District%20Improvement%20Plan.pdf> Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

### **Duty to Report**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

### **Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

#### ***Physical abuse***

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

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### **Sexual Abuse**

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Emotional Abuse**

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

### **Neglect**

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

### **Description and Warning Signs of Trafficking**

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child

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available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp) ([https://fss.hhs.texas.gov/Programs\\_Available\\_In\\_Your\\_County/default.asp](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp)).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) ([www.txabusehotline.org](http://www.txabusehotline.org)).

### Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-america-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-america-schools>)

### Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

- The District shall apply the same class rank calculation method and rules for local graduation honors to all students in a graduating class, regardless of the school year in which a student first earned high school credit.
- The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below. The calculation shall include failing grades.
- Beginning with students in the graduating class of 2021, the calculation of class rank shall exclude grades earned in physical education, or any course substituted for physical education, and any local credit course.
- The District shall categorize and weight eligible courses as Advanced Placement (AP), dual credit, Pre-AP, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.
- **AP** Eligible AP courses shall be categorized as weighted AP Courses
- **Dual Credit** Eligible dual credit courses shall be categorized and weighted as Dual Credit courses.

## Clyde CISD Secondary Student Handbook

- **Advanced** Eligible Advanced courses shall be categorized and weighted as Advanced courses.
- **Regular** All other eligible courses shall be categorized and weighted as Regular courses.
- 
- **Weighted Numerical** The district shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average in accordance with the following:

Category	Weight
AP	plus 10 points
Dual Credit	plus 8 points
Advanced	plus 5 points
Regular	plus 0 points

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- The District shall add the applicable points to a semester grade only if the unweighted semester grade average is at least 80.
- The District shall record the unweighted numerical grades on student transcripts.
- 
- **Transfer Grades**
- When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.
- When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District, but only if the same course is offered to the same class of students in the District.
- **Local Graduation Honors**
- For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.
- Grades received in May for dual credit courses shall also be included in the calculation. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law.
- The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law.
- [See EIC(LEGAL)]

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- **Valedictorian and Salutatorian**
- The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively.
- To be eligible for this local graduation honor, a student must:
  1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
  2. Be graduating after exactly eight semesters of enrollment in high school; and
  3. Have completed the foundation program with the distinguished level of achievement.
- 
- **Breaking Ties**
- In case of a tie in weighted numerical grade averages after calculation to the fifth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:
  1. Continue the calculation of weighted numerical grade averages until the tie is broken.
  2. Count the number of AP courses taken by each student involved in the tie.
  3. Calculate a weighted numerical grade average using only eligible grades in AP courses taken by each student involved in the tie.
- \*If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.
- **Highest- Ranking Graduate**
- The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.
- [See policy EIC for more information.]

[See policy EIC for more information.]

[See policy EIC for more information.]

### **Class Schedules (Secondary Grade Levels Only)**

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

### **College and University Admissions and Financial Aid (All Grade Levels)**

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

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- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

### **College Credit Courses (Secondary Grade Levels Only)**

Students in grades 9-12 may earn college credit through the following opportunities:

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- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Cisco College which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on TSI scores and high school teacher recommendations.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

**A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Student council, Student Lighthouse, Jr. Beta Club, Beta Club, Key Club, HOSA, and FFA.**

Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

### Communications (All Grade Levels)

#### Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

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A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by visiting Parent Portal online, which can be accessed through the district's website, and making changes there.

### **Automated Emergency Communications**

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

### **Automated Nonemergency Communications**

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

### **Standard messaging rates of your wireless phone carrier may apply.**

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

### **Complaints and Concerns (All Grade Levels)**

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at [www.clydeisd.org](http://www.clydeisd.org) and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at [www.clydeisd.org](http://www.clydeisd.org) and at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing the form to the principal.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

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If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

### Conduct (All Grade Levels)

#### Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

#### Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at [www.clydeisd.org](http://www.clydeisd.org) and the coordinator for this campus is listed below:

**High School:**  
Mildred Petty  
Assistant Principal  
[mpetty@clydeisd.org](mailto:mpetty@clydeisd.org)  
325.893.2161

**Junior High School:**  
Gerald Jordan  
Assistant Principal  
[gjordan@clydeisd.org](mailto:gjordan@clydeisd.org)  
325.893.5788

#### Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

#### Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator

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- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

### Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

### Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

#### ***High School Grade Levels***

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

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### **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should fill out the Google Form for an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

### **Course Credit (Secondary Grade Levels Only)**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

### **Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)**

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

### **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject**

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

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The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

### Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

### Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

### Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

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Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at [www.clydeisd.org](http://www.clydeisd.org) [See the FFH series of policies for more information.]

### Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

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- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

### **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

### **Sexual Harassment and Sex-Based Harassment**

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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### **Pregnancy or Related Conditions**

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the counselors for pregnancy-related accommodations.

### **Retaliation**

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

### **Reporting Procedures**

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

**Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See A-honor roll, A-B-honor roll, attendance, top ten percent, and other awards are given at the end of the year. Students will also have opportunities to receive honors for National Honor Society, Jr. Beta and Beta Clubs, and many other awards and honors at the Junior High and High School levels. Bullying (All Grade Levels)]**

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

### **Investigation of Report**

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

### **Discrimination**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

### **Distance Learning (All Grade Levels)**

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before 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.

[See Remote Instruction]

### **Virtual and Hybrid Instruction**

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

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### **Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

#### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

#### **Nonschool Materials**

##### ***From Students***

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 20 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated the front office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

##### ***From Others***

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated the front office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours

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- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

### Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. The principal makes decisions about dress and grooming violations.

Since it is impossible to list all of the acceptable and unacceptable types of dress and grooming, the principal may use their judgment in deciding appropriate attire and grooming.

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, they will be placed in in-school suspension until they are in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, they will promptly return to regular classes.

The District's dress code is established to teach grooming and hygiene, to 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:

- Students may not wear, as outer clothing, any clothing designed to be worn as an undergarment.
- Students may not wear strapless, spaghetti straps, tank or cut tops, half, or mesh shirts. All shirts and blouses should be of sufficient length so as not to expose the midriff and should be properly buttoned. Sleeveless shirts and blouses need to be at least three inches wide (**grades 6-12**), unaltered, and must have tight armholes so as not to reveal any undergarments.
- Shorts, dresses, or skirts are permitted if they are hemmed and, with arms relaxed by your side, should be long enough to come to the tips of your fingers. Un-hemmed cut-off shorts or spandex shorts are not allowed.

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- Leggings, tights, yoga or similar pants are permitted if they are modestly covered. No leggings with sheer inserts are allowed. Shirts must remain untucked when worn with leggings. Modestly covered means: with arms relaxed by your side, tops should be long enough to come to the tips of your fingers.
  - Students may not wear excessively tight clothing and/or low cut blouses or tops that expose cleavage and/or midriff.
- Students must wear appropriate footwear. For student safety, it may be recommended and/or required for students to have appropriate shoes for different classes such as science, P.E., and Ag. Wheeled-shoes and house shoes are not permitted.
- Explicit or insinuating apparel or adornments that is disruptive to the educational process such as something vulgar, or that advertises alcoholic beverages, tobacco, drugs, sex, or violence is prohibited.
- Jeans must not have holes that fall between the waistband and the relaxed fingertips. If jeans have holes in this region, the students must wear tights underneath the pants. Jeans must be worn in an appropriate manner and maintained at the waistline (sagging jeans is not permitted - "Sagging" is defined as pants low enough to expose the underwear).
- Piercing permitted--ears and nasal only - Nasal piercing is limited to one stud or small ring - Septum piercings and Gauging is not allowed (**grades 6-12**). Piercing permitted--ears only - Gauging is not allowed (**grades EE-5**).
- Body art/tattoos must be covered.
  - Students should avoid extremes in hairstyles that attract so much attention that they interfere with the learning environment. Hair and facial hair should be kept clean and well groomed. Hair should be kept out from in front of eyes. Hair color in the human genome.
  - Students are not allowed to wear hats in the buildings (except for campus approved hat days, dress-up days, etc.). If a student wears a hat into the building, the hat will be taken up and returned. Hoodies will be treated the same as a hat. Head coverings must be school approved.
  - Students are not allowed to wear pajamas or costumes to school (except for campus approved dress-up days).
  - No trench coats or gloves of any kind.
  - No gang related dress or grooming items permitted.

Students attending extracurricular activities or school-sponsored events are required to abide by the dress-code requirements unless otherwise communicated by school administration. Some school sponsored days and/or events may require exceptions to the above dress code policy as determined by the school administration.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the

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classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

### **Electronic Devices and Technology Resources (All Grade Levels)**

#### **Safe Use of Technology**

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact campus administration.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

#### **Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. Students are not allowed to use personal communications devices during the school day. All students must keep a personal communication device powered off the entirety of the school day while on school property and must keep it out of reach in the students locker, vehicle, or in a back pack. When the school day begins (when the student arrives on campus), each student shall power off all personal communication devices and ensure their personal communication device(s) remains unused by securing the device(s) in the students backpack, vehicle, or locker for the entirety of the school day. Students should not hold or have a device in their hands at any time during the school day. Students found physically accessing the device, either in the open or by attempting to access within a backpack, are in violation of the policy. If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

### **First Offense**

The device shall be confiscated and stored in the main office for the remainder of the school

day; the student's parent or guardian will be verbally notified. The school shall issue a written warning to both the student and the parent or guardian about further consequences for failing to comply with this policy. The student is permitted to pick up confiscated devices at the end of the school day.

### **Second Offense**

The device shall be confiscated and stored in the main office for the remainder of the school

day; the student's parent or guardian will be notified in writing. Only the parent or guardian is permitted to pick up confiscated devices. The student will be assigned one day of in-school suspension (ISS).

### **Third Offense (and higher)**

The device shall be confiscated and stored in the main office until the conditions for retrieval.

After a third offense (or higher) are met; the student's parent or guardian will be notified of the

requirement for an in-person meeting. The parent or guardian will be permitted to retrieve confiscated devices only after an in-person meeting with the principal or designee, student, and parent or guardian in attendance. The student will be assigned 3 days of in-school suspension (ISS). The school may impose additional consequences as outlined in the Student Code of Conduct for continued refusal to follow the rules.

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If a personal communication device is not retrieved by a parent or guardian within two weeks of the school sending notice, the school shall send a second notice that specifies that the school will dispose of the device if not retrieved within 90 days of the second notice. The school may dispose of the device if not retrieved within 90 days of sending a second notice to the student's parent or guardian.

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

### **Instructional Use of Personal Electronic Devices**

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Acceptable Use of District Technology Resources**

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You](#)

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[Text" Bullying and Sexting Course \(https://txssc.txstate.edu/tools/courses/before-you-text/\)](https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

### **End-of-Course (EOC) Assessments**

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

### **Emergent Bilingual Students (All Grade Levels)**

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

### **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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### Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the club's sponsor.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uilTEXAS.org/athletics/manuals\)](https://www.uilTEXAS.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas \(https://www.uilTEXAS.org/\)](https://www.uilTEXAS.org/) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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- A student is allowed in a school year up to 20 absences not related to post-district competition, a maximum of 2 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

### Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

### Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

Student council, Student Lighthouse, Jr. Beta Club, Beta Club, Key Club, HOSA, and FFA.

### Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

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- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

### Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

### Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

### Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

### Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

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- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

### Graduation (Secondary Grade Levels Only)

#### Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

#### Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

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State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

### ***Foundation Graduation Program***

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

### ***Credits Required***

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

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- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
  - A student may substitute computer programming languages for these credits.
  - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### **Available Endorsements**

A student must specify which endorsement to pursue upon entering grade 9.

### **Financial Aid Application Requirement**

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Clyde CISD has partnered with Texas Workforce Solutions to create a college and career readiness counselor, Scott Riggins.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

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To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

### **Personal Graduation Plans**

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

### **Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a

## Clyde CISD Secondary Student Handbook

transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

### **Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

### **Students with Disabilities**

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

### **Graduation Activities**

Graduation activities will include:

- *Graduation Rehearsal (mandatory)*
- *Graduation Ceremony*

Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

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The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Scholarship Recipients

### Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

### Graduation Expenses

**Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Student council, Student Lighthouse, Jr. Beta Club, Beta Club, Key Club, HOSA, and FFA. Fees (All Grade Levels)]**

### Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

### Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

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### Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

**[See** A-honor roll, A-B-honor roll, attendance, top ten percent, and other awards are given at the end of the year. Students will also have opportunities to receive honors for National Honor Society, Jr. Beta and Beta Clubs, and many other awards and honors at the Junior High and High School levels.

Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

### Health — Physical and Mental

#### Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

Holly Copher

District Nurse

hcopher@clydeisd.org

#### Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

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State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

### **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services  
Immunization Section, Mail Code 1946  
P.O. Box 149347  
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal

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- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

### Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

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### Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

### Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

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### Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized **[align with policy at FFAC: school personnel and/or school volunteers]** who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel and/or school volunteers**]** are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

### Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained **[align with policy at FFAC: school personnel and/or school volunteers]** to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus **[align with policy at FFAC: school personnel and/or school volunteers]** who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

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### **Unassigned Opioid Antagonists**

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

### **Steroids (Secondary Grade Levels Only)**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

### **Mental Health Support (All Grade Levels)**

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

The District provides for Leader in Me and other programs that benefit social emotional development of the students.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- The local public health authority, Resource Care, which may be contacted at (325) 893-4010
- The local mental health authority, Betty Hardwick, which may be contacted at 2616 South Clack Abilene, TX 79606. Phone: (325) 690-5100
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

### Physical Activity Requirements

#### *Junior High/Middle School*

The district will ensure that students in middle or junior high school will engage in **30** minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

#### *Temporary Restriction from Participation in Physical Education*

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

#### **Physical Fitness Assessment (Grades 3-12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

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*Jonathan Haddock*

*Clyde ISD Athletic Director*

[jhaddock@clydeisd.org](mailto:jhaddock@clydeisd.org)

325.893.2161

### **Physical Health Screenings/Examinations**

#### ***Athletics Participation (Secondary Grade Levels Only)***

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required 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.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

#### ***Spinal Screening Program***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

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### Special Health Concerns (All Grade Levels)

#### ***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [www.clydeisd.org](http://www.clydeisd.org) for information regarding meningitis.

**Note:** Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

#### ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

#### ***Food Allergies (All Grade Levels)***

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.clydeisd.org](http://www.clydeisd.org)

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

#### ***Seizures (All Grade Levels)***

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](#)

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(<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

### **Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

### **Health-Related Resources, Policies, and Procedures**

#### **Physical and Mental Health Resources (All Grade Levels)**

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

##### ***The District and Clyde Junior High nurse:***

- ***Holly Copher***
- ***District Nurse***
- ***hcopher@clydeisd.org***
- ***325.893.2161***
  
- ***Shelby Henry***
- ***Clyde Junior High Nurse***
- ***shenry@clydeisd.org***
- ***325.893.5788***
  
- ***The Clyde High School and Clyde Junior High School counselors:***
- ***Chelsea Sims and Alexander Jones***
- ***Clyde High School Counselors***
- ***csims@clydeisd.org or aljones@clydeisd.org***
- ***325.893.2161***

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- **Callie Van Hoff**
- **Clyde Junior High School Counselor**
- **[cvanhoff@clydeisd.org](mailto:cvanhoff@clydeisd.org)**
- **325.893.5788**
- The local public health authority, Resource Care, which may be contacted at (325) 893-4010
- The local mental health authority, Betty Hardwick, which may be contacted at 2616 South Clack Abilene, TX 79606. Phone: (325) 690-5100

### **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)**

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=250>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

This training involves material that is used by the Department of Child Protective Services, the CDC on poison control, medical awareness in the areas of; depression, diabetes, blood borne pathogens. Seizures, and suicide prevention.

All teachers are required to be trained in dealing with Active Shooters, Natural Disasters, and in Stop the Bleed training.

All staff members are encouraged to maintain a certification for CPR.

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The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Paula Kinslow  
Director of Curriculum and Instruction  
526 Shalimar Drive  
[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)  
325.893.4222

### **School Health Advisory Council (SHAC) (All Grade Levels)**

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the district nurse Holly Copher @ 325.893.2161

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at <https://www.clydeisd.org/>.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Holly Copher  
District Nurse  
[hcopher@clydeisd.org](mailto:hcopher@clydeisd.org)  
325.893.2161

### **Homework (All Grade Levels)**

See individual teacher syllabus for homework policies.

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the

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interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

### Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

### Notification of Law Violations

The district is required by state law to notify:

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- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

### Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will

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document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

### During Lunch

**Clyde High School and Clyde Junior High School are *Closed Campuses*. Only parents or grandparents are allowed to bring their student(s) food for lunch. Food will be brought to the front office for drop-off. Only parents or grandparents are allowed to eat with their students during the lunch period. Students will not be allowed to eat in any athletic dressing rooms. All students must eat in the cafeteria during A or B lunch.**

### At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

### Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

### Makeup Work

#### Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

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A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

### **DAEP Makeup Work**

#### ***Elementary and Middle/Junior High School Grade Levels***

Students in DAEP are expected to complete the regular coursework for the classes in which they are enrolled. The regular classroom teachers will ensure students have work to complete, help if needed, and that the work is graded.

#### **Grades 9-12**

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

### **In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)**

#### ***Alternative Means to Receive Coursework***

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

#### ***Opportunity to Complete Courses***

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

### **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

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In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at [www.clydeisd.org](http://www.clydeisd.org)

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Paula Kinslow

Director of Curriculum and Instruction

526 Shalimar Drive

[pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)

325.893.4222

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:
  - Paula Kinslow
  - Director of Curriculum and Instruction
  - 526 Shalimar Drive
  - [pkinslow@clydeisd.org](mailto:pkinslow@clydeisd.org)
  - 325.893.4222
- For all other concerns regarding discrimination, see:

Bryan Allen

Superintendent

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ballen@clydeisd.org

526 Shalimar Drive

325-893-4222

[See policies at FB, the FFH series, and GKD for more information.]

### Parent and Family Engagement (All Grade Levels)

#### Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: [www.clydeisd.org](http://www.clydeisd.org)

#### Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at HS-325.893.2161, JH- 325.893.5788 for an appointment. The teacher will usually return

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your call or meet with you during their conference period or before or after school.  
[See Report Cards/Progress Reports and Conferences (All Grade Levels)]

- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include PTO, Booster Clubs
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Casey Hodges  
**Principal at Clyde High School**  
500 Hays Road  
Clyde, TX 79510  
(325) 893-2161  
chodges@clydeisd.org

or

Patrick Odom  
**Principal at Clyde Junior High**  
211 South 3rd West  
Clyde, TX 79510  
(325) 893-5788  
jodom@clydeisd.org

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

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Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at Clyde Auxiliary Building 2515 South Access road West. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Administrative Building 526 Shalimar Drive and online at <https://www.clydeisd.org/>. [See policies BE and BED for more information.]

### **Parking and Parking Permits (Secondary Grade Levels Only)**

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking \$5 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

### **Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

### **Prayer (All Grade Levels)**

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

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### Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

### Elementary and Middle/Junior High Grade Levels

In grades 6, 7, and 8 promotion is based on 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.

#### Repeating Grade 6-8 at Parent Request

A parent may request in writing that a student repeat any grade in grade 6-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

### High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

### Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

### Release of Students from School

[See Leaving Campus (All Grade Levels)]

### Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

Remote instruction will not be offered during the 2025-2026 school year unless the district deems that special circumstances make it necessary.

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All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

### **Report Cards/Progress Reports and Conferences (All Grade Levels)**

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See *Working Together* on page for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead..

### **Retaliation**

[See *Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)*]

### **Required State Assessments**

#### **STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8**

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

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### Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

### High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

### Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

### Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

### **Failure to Perform Satisfactorily on a STAAR or EOC Assessment**

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

### **Personal Graduation Plan —Junior High School Students**

For a *junior high school* student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a *junior high school* student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

### Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

### Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by <https://www.clydeisd.org/page/homepage>
- 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.

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### **Insurance for Career and Technical Education (CTE) Programs**

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### **Preparedness Training: CPR and Stop the Bleed**

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

### **Emergency Medical Treatment and Information**

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

### **Emergency School Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Parent Square, Social Media Outlets, TV Stations: KRBC, KTXS, KTAB, and radio station KEAN 105.1.

[See Parent Contact Information and Automated Emergency Communications]

### **SAT, ACT, and Other Standardized Tests**

[See Standardized Testing]

### **Schedule Changes (Middle/Junior High and High School Grade Levels)**

Please make an appointment to see the appropriate school counselor for schedule changes.

### **School Facilities**

#### **Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Cody Hodges

Maintenance Director

chodges@clydeisd.org

325-893-3225

#### **Food and Nutrition Services (All Grade Levels)**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in

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Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Melanie Brown

Director of Student Nutrition

mbrown@clydeisd.org

325-893-2398

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in

## Clyde CISD Secondary Student Handbook

sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

**1. mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

**2. fax:**

(833) 256-1665 or (202) 690-7442; or

**3. email:**

[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

### ***Vending Machines (All Grade Levels)***

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal. [See policy FFA for more information.]

### ***Pest Management Plan (All Grade Levels)***

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

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Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Cody Hodges

Maintenance Director

chodges@clydeisd.org

325-893-3225

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Library (All Grade Levels)**

The library is open for independent student use during the following times with a teacher permit:

@ Clyde High School

- Monday- Friday 7:45am-3:45pm
- Monday-Friday During the lunch times

@Clyde Junior High School

***The library is open for student use during regular school hours. Reading classes will go to the library regularly every-other week.*** The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the district librarian.

A parent may access to the school's library or any available online catalog by:

## Clyde CISD Secondary Student Handbook

### How Parents/Guardians Can Access Campus Library Materials:

1. Visit the Clyde CISD website: <https://www.clydeisd.org>
2. Navigate to the "**Students**" section and select "**Library.**"
3. Choose your child's specific **campus** from the list.
4. Use the search features to explore the library catalog. You can search by:
  - o **Keyword**
  - o **Title**
  - o **Author**
  - o **Subject**
  - o **Series**
  - o And other available filters

This will give you access to the list of books and materials available in that campus library

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

### Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

### Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas at Clyde High School are open to students before school, beginning at 7 a.m.

- Cafeteria @ 7am
- Office @ 7:45am
- Library @ 7:45am
- Classrooms as designated by teacher permission and appointment schedule

## Clyde CISD Secondary Student Handbook

The following areas at Clyde Junior High School are open to students before school, beginning at 7:05 a.m.

- Gym Foyer @ 7:05am
- Cafeteria or Designated Grade-Level Hallway @ 7:30am
- Office @ 7:45am
- Classrooms as designated by teacher permission and appointment schedule

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

### **School-Sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

**The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Student council, Student Lighthouse, Jr. Beta Club, Beta Club, Key Club, HOSA, and FFA. Fees (All Grade Levels) for more information.]**

The district is not responsible for refunding fees paid directly to a third-party vendor.

## Clyde CISD Secondary Student Handbook

### Searches and Investigations

#### Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

**District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see See individual teacher syllabus for homework policies. Law Enforcement Agencies (All Grade Levels).]**

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

#### District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

#### Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

#### Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

## Clyde CISD Secondary Student Handbook

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

### **Trained Dogs (All Grade Levels)**

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

### **Drug Testing (Secondary Grade Levels Only)**

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy

[See Steroids (Secondary Grade Levels Only)]

### **Vehicles on Campus (Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

### **Sexual Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

### **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Bethany Odom or Alexander Jones

Clyde High School Counselors

bodom@clydeisd.org or ajones@clydeisd.org

325.893.2161

Callie Van Hoff

## Clyde CISD Secondary Student Handbook

Clyde Junior High School Counselor

cvanhoff@clydeisd.org

325.893.5788

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

### Standardized Testing

#### **SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

#### **TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

#### **Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce the following school events: *awards ceremonies, graduation, and other events*. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

## Clyde CISD Secondary Student Handbook

### **Summer School (All Grade Levels)**

Summer school is offered for students who do not meet STAAR and EOC passing standards, and for students who do not sufficiently complete their coursework.

### **Tardies (All Grade Levels)**

A student who reports to class after the tardy bell rings will be considered late to class and may be assigned to detention hall or given another appropriate consequence.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

### **Transfers (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

**[See Safety Transfers/Assignments,** A-honor roll, A-B-honor roll, attendance, top ten percent, and other awards are given at the end of the year. Students will also have opportunities to receive honors for National Honor Society, Jr. Beta and Beta Clubs, and many other awards and honors at the Junior High and High School levels.

Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

## Clyde CISD Secondary Student Handbook

### Transportation (All Grade Levels)

#### School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

#### Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students. Bus routes and stops will be designated annually.

Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

#### Railroad Crossings

##### I-20

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students.

For additional information, please contact:

Cody Hodges

325-893-3225

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 325-893-3225.

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Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- 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 or e-cigarettes in any district vehicle
- 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, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

### **Vandalism (All Grade Levels)**

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

### **Video Cameras (All Grade Levels)**

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal.

[See policy EHBAF(LOCAL) for more information.]

## Clyde CISD Secondary Student Handbook

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

### Visitors to the School (All Grade Levels)

#### General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

#### Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

## Clyde CISD Secondary Student Handbook

[See the Student Code of Conduct]

### **Visitors Participating in Special Programs for Students**

#### ***Business, Civic, and Youth Groups***

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

#### ***Career Day***

On a date to be determined the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact Paula Kinslow@325-893-4222 for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

### **Voter Registration (Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

### **Withdrawing from School (All Grade Levels)**

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

## Clyde CISD Secondary Student Handbook

### Glossary

**Accelerated instruction, including supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

**ACT, or the American College Test**, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**ARD** stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**Emergent bilingual student** refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

## Clyde CISD Secondary Student Handbook

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

## Clyde CISD Secondary Student Handbook

**STAAR** is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

## Clyde CISD Secondary Student Handbook

### Appendix: Freedom from Bullying Policy

**Note to Student Handbook developer:** State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=250&code=FFI#legalTabContent>. Below is the text of Clyde CISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

### Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 5/18/2023

#### Definitions

#### Bullying

"Bullying":

Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

Infringes on the rights of the victim at school; and

Includes cyberbullying.

## Clyde CISD Secondary Student Handbook

### Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

### Applicability

These provisions apply to:

Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

Interferes with a student's educational opportunities; or

Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

### Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

Prohibits the bullying of a student;

Prevents and mediates bullying incidents between students that:

Interfere with a student's educational opportunities; or

Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;

Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

Establishes a procedure for providing notice of an incident of bullying to:

A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

## **Clyde CISD Secondary Student Handbook**

Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;

Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

## Clyde CISD Secondary Student Handbook

### Appendix: Student Rights and Responsibilities Policy

**Note to Student Handbook developer:** State law requires that the district’s policy on student rights and responsibilities be distributed in its Student Handbook(s).

SB12 added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service will recommend revisions to FNG(LOCAL) in Update 126 later this year. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=250&code=FNG#legalTabContent>

Below is the text of Clyde CISD’s policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

### Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on 10/26/2023

<b>Complaints</b>	In this policy, the terms “complaint” and “grievance” shall have the same meaning.
Other Complaint Processes	Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:
	<ol style="list-style-type: none"><li>1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.</li><li>2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.</li><li>3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.</li><li>4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.</li><li>5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.</li><li>6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.</li></ol>

## Clyde CISD Secondary Student Handbook

7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

**Informal Process**

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

**Formal Process**

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

## Clyde CISD Secondary Student Handbook

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

<b>Freedom from Retaliation</b>	Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
<b>General Provisions</b> Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student’s or parent’s absence.
Response	At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”
Representative	“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.  The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent.  If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

## Clyde CISD Secondary Student Handbook

Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

### Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

### Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

## Clyde CISD Secondary Student Handbook

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

## **Clyde CISD Secondary Student Handbook**

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



Clyde CISD  
2024-2025

Student Transportation  
Handbook & Guidelines

## Committed to Safety and Service

Our goal in the Transportation Department is to provide safe and efficient transportation to and from school to all eligible students attending the Clyde Consolidated Independent School District.

As we enter a new school year, we ask all parents and bus riders to take the time to read the Clyde Consolidated Independent School District Transportation Guidelines and Bus Rider Safety Rules. You may request a copy at your school office or directly from the transportation department. The guidelines explain regulations and procedures, and provide useful information designed to render the best and safest transportation service possible to our students. Your cooperation in following all rules, guidelines, and procedures are appreciated and expected.

Community members, parents/guardians, school personnel, security officers and bus drivers must work together to protect our students. “Expect the Unexpected” is our motto. Tragic events occur when safety protocols are not followed. Be extremely cautious when driving anywhere children are likely to be. Obey school bus traffic rules at all times.

If you have any questions or need assistance, please feel free to contact the Clyde CISD Transportation Office at (325) 893-4222.

Cody Hodges  
Director of Maintenance, Transportation, and Facilities

## **Bus Routes**

School bus routes will be planned to consider the following factors:

- Student population density
- Bus capacity
- Traffic routes, hazardous traffic areas, or areas with a high risk of violence
- Economy of operation
- Location of authorized bus stops
- Condition of roads and bridges
- Student travel time
- Availability of drivers

A preliminary schedule of bus routes, including designated bus stops, will be communicated to parents/guardians and students at the beginning of each school year. After the school year begins, the Director of Transportation will promptly inform students, parents, and guardians of any changes to schedules or routes.

**STUDENTS WILL BE REQUIRED TO RIDE THE BUS IN WHICH THEY HAVE BEEN ASSIGNED!**

## **Bus Rider Safety**

Clyde Consolidated Independent School District provides transportation services to eligible students to attend their assigned campuses. Students are required to obey appropriate safety and follow all rules to remain eligible for transportation services.

**Transportation is a privilege. Transportation is not a right.**

**Students are responsible for contributing to the safe operation of the bus.**

### ***Before Boarding the Bus***

- Arrive at your designation stop at least five minutes prior to your scheduled time. *Clyde Consolidated Independent School District does not have another bus to pick up students if they were late for their pick up time.*
- Be careful in the loading area. Wait in an orderly, single line for the bus, avoid horseplay. Stay out of the street or bus drive while waiting for the bus.
- Approach the bus entrance only after the bus has come to a complete stop.

### ***After Boarding the Bus***

- Obey the Bus Driver's direction.
- Go to the closest available seat or to your designated seat; stay seated until you arrive at your bus stop. *The bus driver may assign a student a designated seat.*

- Speak in a classroom voice. Loud speech or loud laughter causes distraction to the driver. Loud speech or loud laughter causes distraction to the driver. Roughhousing or horse play on the bus will not be tolerated, any of this may result in the temporary or permanent suspension of transportation services.
- Buses are property of the Clyde Consolidated Independent School District. If a student (bus rider) causes any damage to or vandalizes the bus, the perpetrator and/or the parent or legal guardian will be financially responsible for the cost involved to repair the damages.
- Never throw an object inside or out of the bus. This is a major safety violation.
- Keep all parts of your body (head, arms and legs) inside the bus at all times and out of the walkway.
- Observe the rules of good conduct and show courtesy to everyone. The use of vulgar language, rude gestures, or malicious behavior toward the bus operator or any other passenger, or another motorist will not be tolerated.

### **Parent Responsibilities**

- Ensure the school district has your correct address and contact information on file.
- Teach your child their full name, home address, and telephone number where an adult family member can be contacted in case of an emergency.
- Review with your child the above listed School Safety Rules and the Clyde Consolidated Independent School District Bus Rider's Handbook.
- Any emergency change to a bus stop must be requested in writing by the parent, signed, and approved by the Transportation Director before being made. This is a protection for your child.

### **Other general rules and guidelines**

- Bus Riders may ride only their assigned bus and will be dropped-off only at their designated stop.
- All bus riders must fill out the appropriate Clyde Consolidated Independent School District Bus Enrollment form on the school webpage at [www.clydeisd.org](http://www.clydeisd.org).
- **Students may only be dropped off at the parent/legal guardian's home, a grandparent's home, a certified day care center, or an official bus stop closest to their home.**
- **A child that is enrolled in Pre-Kindergarten that rides the bus, must have a parent or guardian at the bus stop for arrival and pick up.**

*All provisions of the Clyde Consolidated Independent School District Student Code of Conduct apply to students (and to all other bus riders) when being transported by the Clyde Consolidated Independent School Districts Transportation Department. Violations to said code will be referred to the appropriate administrator or authority for disciplinary action as approved by the School Board. Code of Conduct Violations and/or Safety Rules Violations may result in a temporary or permanent loss of the student's transportation services.*

## **Transportation Eligibility**

*Due to the national bus driver shortage, Clyde CISD will be implementing the following eligibility requirements for transportation services for the 24-25 school year.*

- All students living within the Clyde CISD boundaries that live more than 2 miles from their campus will be **ELIGIBLE** for transportation services.
- All students living within the Clyde CISD boundaries that live less than 2 miles from their campus and have to cross a hazardous traffic area as determined by the Clyde CISD Board of Trustees to get to/from school will be **ELIGIBLE** for transportation services.
- All students living within the Clyde CISD boundaries that live less than 2 miles from their campus and do not have to cross a hazardous traffic area as determined by the Clyde CISD Board of Trustees to get to/from school will be **INELIGIBLE** for transportation services.
- All students living outside the Clyde CISD boundaries will be **INELIGIBLE** for transportation services.
- Any student assigned to a Discipline Alternative Education Placement (DAEP) will be **INELIGIBLE** for transportation services.

### **Enrollment Period**

- The fall open enrollment period will be from June 1st and close on July 28th. The spring enrollment period will be from January 1st to February 1st.
- **If you do not sign up during open enrollment, you will not be able to sign up for transportation services until the next enrollment period.**
- Students that transfer into the district will be allowed to sign up for transportation services at registration.

**If there are any questions, please contact the Director of Transportation, Cody Hodges, at (325) 893-3225 or (325) 668-0235.**

## 11.4.2. Preliminary FIRST Ratings

User: Bryan Allen  
 User Role: District

RATING YEAR **2024-2025**

DISTRICT NUMBER **district #**

Select An Option

Help

Home

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Financial Integrity Rating System of Texas

**2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> CLYDE CISD(030902)	<b>Publication Level 1:</b> 8/8/2025 12:54:09 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/8/2025 4:49:42 PM
<b>Rating:</b> B = Above Standard Achievement	<b>Last Updated:</b> 8/8/2025 4:49:42 PM
<b>District Score:</b> 84	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/23/2025 6:09:48 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/23/2025 6:09:48 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/23/2025 6:09:48 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	4/23/2025 6:09:48 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in</u>	4/23/2025 6:09:48 PM	Ceiling Passed

	<u>membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>		
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:48 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:48 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:48 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:48 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/23/2025 6:09:48 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	4/23/2025 6:09:48 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:48 PM	4
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	4/23/2025 6:09:48 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:48 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:48 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	4/23/2025 6:09:48 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	4/23/2025 6:09:48 PM	0
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	4/23/2025 6:09:48 PM	5

20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/23/2025 6:09:48 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/23/2025 6:09:48 PM	Ceiling Passed
			84 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			84 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

## CEILING INDICATORS

<p>Did the school district meet the criteria for any of the following <b>ceiling indicators</b> 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>		
<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 5</b> (Total Net Position) - Negative total net position and do not have 7% or more or 1.000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement

<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 21</b> (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

Home Page: [Financial Compliance | Texas Education Agency](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

**THE TEXAS EDUCATION AGENCY**  
 1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.15.11.0

11.4.3. Strategic Planning/Schedule of Dates

11.4.4. Legislative Updates

11.4.5. Next Regular Meeting Date: September 15, 2025; 6:00pm at the  
Clyde Auxiliary Building

**12. ACTION ITEMS**

12.1. Consideration and Possible Action on Consent Agenda

12.1.1. Approve Minutes of the Previous Meeting(s)

## BOARD MEETING MINUTES

A Regular Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, July 14, 2025 at 5:45 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

### **ATTENDANCE:**

Jerry Don Black: Present  
Robert Frost: Present  
Jay Louder: Absent  
Bethany Powell: Present  
Rufus Quintanilla: Absent  
Cody Walton: Present  
Greg Welch: Present  
Present: 5, Absent: 2.

### **1. CALL TO ORDER AND ANNOUNCE A QUORUM**

Robert Frost called the meeting to order at 5:45pm with a quorum present.

### **2. INVOCATION**

Bryan Allen led the invocation.

### **3. PLEDGES OF ALLEGIANCE**

Robert Frost led the pledges of allegiance.

### **4. RECOGNITION OF VISITORS/PUBLIC COMMENT**

Mrs. Mildred Petty, new assistant principal at Clyde High School, was introduced.

### **5. FACILITIES WORKSHOP**

The meeting recessed to Bulldog Stadium to inspect the current condition of the turf and track surfaces at 5:48 pm. The meeting returned to regular session at 6:32pm.

### **6. PRESENTATIONS BY POTENTIAL VENDORS FOR A TURF AND TRACK REPLACEMENT PROJECT AT CLYDE HIGH SCHOOL**

The Board heard presentations from Carter Construction and FieldTurf.

### **7. ADMINISTRATIVE REPORTS**

#### 7.1. Monthly Financial and Investment Reports

Chief Financial Officer Rhonda Neal presented the monthly financial and investment reports.

#### 7.2. Curriculum and Special Programs Report

Dr. Paula Kinslow presented the monthly Curriculum and Special Programs report.

##### 7.2.1. 2025 STAAR Data

##### 7.2.2. Summer Learning Report 2025

#### 7.3. Superintendent Report

Superintendent Bryan Allen presented the monthly superintendent report.

## 8. DISCUSSION ITEMS

### 8.1. FIRST READING: TASB Policy Update 125

Bryan Allen presented the policy changes recommended by the Texas Association of School Boards (TASB) in Update 125.

### 8.2. FIRST READING: Amendments to Board Policies FD(LOCAL) - Admissions and FM(LOCAL) - Student Activities (Regarding HB 401 and Home School Participation in UIL Activities)

Bryan Allen presented policy changes required by the legislature to comply with new statutes in regard to UIL activities and home school students.

### 8.3. FIRST READING: Amendment to Board Policy FNCE(LOCAL) - Personal Communication Devices/Electronic Devices (Regarding HB 1481)

Bryan Allen presented policy changes required by the legislature to comply with new statutes in regard to student use of personal communication devices during the school day.

## 9. ACTION ITEMS

Bryan Allen presented policy changes required by the legislature to comply with new statutes in regard to student use of personal communication devices during the school day.

### 9.1. Consideration and Possible Action on Consent Agenda

A motion to approve the consent agenda, as presented. This motion, made by Greg Welch and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea

Yea: 5, Nay: 0, Absent: 2

#### 9.1.1. Approve Minutes of the Previous Meeting(s)

#### 9.1.2. Approve Monthly Financial and Investment Reports

#### 9.1.3. Consideration and Possible Action to Approve Retainer Agreement with Walsh, Gallegos, Kyle, Robinson, & Roalson, P.C. for Legal Services

### 9.2. Consideration and Possible Action to Approve the Clyde CISD Compensation Plan for 2025-2026

A motion to approve the Clyde CISD compensation plan, include teacher and staff raises, for the 2025-2026 school year, as presented. This motion, made by Cody Walton and seconded by Jerry Don Black, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea

Yea: 5, Nay: 0, Absent: 2

### 9.3. Consideration and Possible Action to Approve an Interlocal Agreement with the City of Clyde Regarding School Resource Officers

A motion to approve an interlocal agreement with the City of Clyde regarding School Resource Officers, as presented. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

#### 9.4. Consideration and Possible Action to Approve an Innovative Course at Clyde High School

A motion to approve "Team Sport Officiating" as an innovative course at Clyde High School. This motion, made by Jerry Don Black and seconded by Bethany Powell, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

#### 9.5. Consideration and Possible Action to Approve the Region 14 ESC Contract for Services for 2025-2026

A motion to approve the Region 14 ESC Contract for Services for the 2025-2026 school year, as presented. This motion, made by Greg Welch and seconded by Jerry Don Black, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

#### 9.6. Consideration and Possible Action to Adopt the Prevailing Wage Rates Published by the United States Department of Labor in Accordance with the Davis-Bacon Act (40 U.S.C. 3141 et seq.), and its Subsequent Amendments, in Connection with School District Construction Projects until Superseded by Future Board Action

A motion to adopt the prevailing wage rates published by the United States Department of Labor in accordance with the Davis-Bacon Act (U.S.C. 3141 et seq.), and its subsequent amendments, in connection with school district construction projects, and excluding fringe benefits except for federally funded projects, until superseded by future Board action. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

#### 9.7. Consideration and Possible Action to Approve the Construction Delivery Method Providing the Best Value for a Turf and Track Replacement Project at Clyde High School

A motion to approve the interlocal agreement/purchasing cooperative delivery method as providing the best value for a turf and track replacement project at Clyde High School. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost:

Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

9.8. Consideration and Possible Action to Approve a Contractor Providing the Best Value for a Turf and Track Replacement Project at Clyde High and to Delegate Authority to the Superintendent to Negotiate and Sign an Agreement  
No action was taken at this time.

9.9. Consideration and Possible Action to Approve a Resolution and Interlocal Agreement to Join the Equalis Group, LLC Purchasing Cooperative  
No action was taken at this time.

## 10. CLOSED SESSION

The Board went into Closed Session at 10:04pm.

10.1. Personnel (Texas Govt Code 551.074)

10.2. School Safety and Security Measures (Texas Govt Code 551.076)

10.3. Consult with Legal Counsel (Texas Govt Code 551.071)

11. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)  
The Board returned to Open Session at 10:09pm.

11.1. Consideration and Possible Action to Approve Professional Employment  
A motion to ratify the newly hired professional employees under the temporary superintendent hiring authority, as presented. This motion, made by Bethany Powell and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

11.2. Consideration and Possible Action to Approve Updates to the Clyde CISD Safety and Security Program, as Discussed in Closed Session  
A motion to approve updates to the Clyde CISD Safety and Security Program, as discussed in closed session. This motion, made by Cody Walton and seconded by Jerry Don Black, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

## 12. BOARD REQUESTS

## 13. ADJOURNMENT

A motion to adjourn the meeting. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jay Louder: Absent, Rufus Quintanilla: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 5, Nay: 0, Absent: 2

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Presiding Officer

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Board Secretary

## BOARD MEETING MINUTES

A Special Meeting/Budget Workshop of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, August 4, 2025 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

### ATTENDANCE:

Jerry Don Black: Present  
Robert Frost: Present  
Jay Louder: Absent  
Bethany Powell: Present  
Rufus Quintanilla: Present  
Cody Walton: Present  
Greg Welch: Present

Present: 6, Absent: 1.

### 1. CALL TO ORDER AND ANNOUNCE A QUORUM

Robert Frost called the meeting to order at 6:00pm with a quorum present. Superintendent Bryan Allen was also present.

Other Clyde CISD personnel in attendance were Rhonda Neal, Dr. Paula Kinslow, and Courtney Bridges.

### 2. BUDGET WORKSHOP

#### 2.1. Discussion of Projected Revenue and Expenditures for 2025-2026

Rhonda Neal, CFO, presented the proposed budget for the 2025-2026 fiscal year.

#### 2.2. Discussion of Potential Turf/Track Replacement at Bulldog Stadium

The Board discussed the potential turf and track replacement project at Bulldog Stadium. No action was taken and no decisions were made at this time.

#### 2.3. Discussion of Potential Roof Repairs at Clyde Elementary and Clyde Intermediate

The Board discussed needed roof repairs at Clyde Elementary. The Board suggested including this in the 2025-2026 budget.

#### 2.4. Discussion of Property/Casualty Insurance

The Board reviewed property and casualty insurance proposals for the 25-26 school year.

### 3. ACTION ITEMS

#### 3.1. Consideration and Possible Action to Approve District Contributions to Employee Health Insurance Premiums

A motion to increase the District's contribution to employee health insurance coverage to \$490 per month. This motion, made by Jerry Don Black and seconded by Rufus Quintanilla, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

3.2. Consideration and Possible Action to Approve TASB Policy Update 125--  
SECOND READING

A motion to add, revise, and delete (LOCAL) policies offered by TASB Policy Services for consideration and according to the instruction sheet for TASB Localized Policy Manual Update 125, as presented. This motion, made by Cody Walton and seconded by Greg Welch, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

3.3. Consideration and Possible Action to Approve Amendments to Board Policies FD(LOCAL) - Admissions and FM(LOCAL) - Student Activities (Regarding HB 401 and Home School Participation in UIL Activities)--SECOND READING

A motion to approve an amendment to Clyde CISD Board Policies FD(LOCAL) and FM(LOCAL), opting the District out of allowing homeschool participation in all UIL activities. This motion, made by Greg Welch and seconded by Jerry Don Black, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

3.4. Consideration and Possible Action to Approve an Amendment to Board Policy FNCE(LOCAL) - Personal Communication Devices/Electronic Devices (Regarding HB 1481)--SECOND READING

A motion to approve amendments to Clyde CISD Board Policy FNCE(LOCAL), in accordance with HB 1481 of the 89th Texas Legislative session, as presented. This motion, made by Rufus Quintanilla and seconded by Cody Walton, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

3.5. Consideration and Possible Action to Approve the 2025-2026 Clyde CISD Student Code of Conduct

A motion to approve the 2025-2026 Clyde CISD Student Code of Conduct, as presented. This motion, made by Cody Walton and seconded by Jerry Don Black, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

3.6. Consideration and Possible Action to Approve the 2025-2026 Appraisal Calendars

A motion to approve the T-TESS and T-PESS list of appraisers and appraisal calendar for the 2025-2026 school year, as presented. This motion, made by Rufus Quintanilla and seconded by Bethany Powell, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea,  
Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

#### 4. **ADJOURNMENT**

A motion to adjourn the meeting. This motion, made by Rufus Quintanilla and seconded by Cody Walton, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea,  
Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea  
Yea: 6, Nay: 0, Absent: 1

The meeting adjourned at 7:56pm.

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Presiding Officer

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Board Secretary

- 12.1.2. Approve Monthly Financial and Investment Reports
- 12.2. Consideration and Possible Action to Approve a Good Cause Exception to Texas Education Code Ch 37.0814

**THE BOARD OF TRUSTEES  
CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

**RESOLUTION OF THE BOARD OF TRUSTEES TO DECLARE A GOOD CAUSE EXCEPTION  
TO TEXAS EDUCATION CODE 37.0814**

**WHEREAS**, Texas Education Code section 37.0814 requires that each school district board of trustees determine the appropriate number of armed security officers for each district campus and sets a target of one armed security officer present during regular school hours at each district campus; and

**WHEREAS**, Section 37.0814 defines “armed security officer” as a school district peace officer, a school resource officer, or a commissioned peace officer employed as security personnel; and

**WHEREAS**, due to a lack of funding and qualified personnel, the Clyde CISD, working with the Clyde Police Department, has thus far been unable to secure a qualified, armed security officer for each district campus in accordance with Texas Education Code 37.0814(c) and (d); and

**WHEREAS**, Clyde CISD is committed to the safety and security of all students and staff and has and will continue to make reasonable efforts secure a qualified armed security officer for each district campus; and

**WHEREAS**, the Board of Trustees has received and considered proposed standards for campus security personnel, consisting of the Clyde CISD School Guardian Program;

**NOW, THEREFORE, BE IT RESOLVED**, that:

1. the Board of Trustees of the Clyde Consolidated Independent School District hereby determines that Clyde CISD is unable to ensure that at least one armed security officer, as defined by law, is present during regular school hours at each district campus; and
2. the Board of Trustees of Clyde Consolidated Independent School District claims a “good cause exception” and adopts the standards for campus security personnel through the Clyde CISD School Guardian Program; and
3. the Board of Trustees hereby directs the Superintendent or designee to ensure the creation and maintenance of proper documentation of the District’s compliance with Texas Education Code 37.0814 and the standards adopted herein; and
4. authorizes the Superintendent or designee to take all other reasonable steps necessary to effectuate the intent of this resolution.

Adopted by the vote of a majority of members of the Board of Trustees of the Clyde CISD present and voting at an open meeting of the Board on the 18th day of August, 2025, at which a quorum was present:

\_\_\_\_\_  
Presiding Officer

\_\_\_\_\_  
Attest

**THE BOARD OF TRUSTEES  
CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

**RESOLUTION OF THE BOARD OF TRUSTEES TO DECLARE A GOOD CAUSE EXCEPTION  
TO TEXAS EDUCATION CODE 37.0814**

**WHEREAS**, Texas Education Code section 37.0814 requires that each school district board of trustees determine the appropriate number of armed security officers for each district campus and sets a target of one armed security officer present during regular school hours at each district campus; and

**WHEREAS**, Section 37.0814 defines "armed security officer" as a school district peace officer, a school resource officer, or a commissioned peace officer employed as security personnel; and

**WHEREAS**, due to a lack of funding and qualified personnel, the Clyde CISD, working with the Clyde Police Department, has thus far been unable to secure a qualified, armed security officer for each district campus in accordance with Texas Education Code 37.0814(c) and (d); and

**WHEREAS**, Clyde CISD is committed to the safety and security of all students and staff and has and will continue to make reasonable efforts secure a qualified armed security officer for each district campus; and

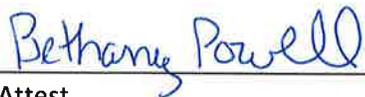
**WHEREAS**, the Board of Trustees has received and considered proposed standards for campus security personnel, consisting of the Clyde CISD School Guardian Program;

**NOW, THEREFORE, BE IT RESOLVED**, that:

1. the Board of Trustees of the Clyde Consolidated Independent School District hereby determines that Clyde CISD is unable to ensure that at least one armed security officer, as defined by law, is present during regular school hours at each district campus; and
2. the Board of Trustees of Clyde Consolidated Independent School District claims a "good cause exception" and adopts the standards for campus security personnel through the Clyde CISD School Guardian Program; and
3. the Board of Trustees hereby directs the Superintendent or designee to ensure the creation and maintenance of proper documentation of the District's compliance with Texas Education Code 37.0814 and the standards adopted herein; and
4. authorizes the Superintendent or designee to take all other reasonable steps necessary to effectuate the intent of this resolution.

Adopted by the vote of a majority of members of the Board of Trustees of the Clyde CISD present and voting at an open meeting of the Board on the 18th day of August, 2025, at which a quorum was present:

  
\_\_\_\_\_  
Presiding Officer

  
\_\_\_\_\_  
Attest

- 12.3. Consideration and Possible Action to Approve a Proposal for Property, Casualty, Cybersecurity, and Active Shooter Coverage for the 2025-2026 School Year
- 12.4. Consideration and Possible Action to Approve a Proposal for Roof Repairs at Clyde Elementary School
- 12.5. Consideration and Possible Action to Approve a Contractor for a Turf and Track Replacement Project at Bulldog Stadium
- 12.6. Consideration and Possible Action to Approve an Innovative Course at Clyde High School: Communication and Technology Education



## Communication and Technology in Education

PEIMS Code: N1300510  
Abbreviation: CMTCHED  
Grade Level(s): 10–12  
Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

*Communication and Technology in Education* is an extended course of study designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; as well as, understand laws and pedagogical justifications regarding classroom technology use. This course provides an opportunity for students to participate in training related to Google for Education, Microsoft Office Fundamentals, Common Sense Media and Digital Citizenship as they relate to standards set by the International Society for Technology in Education (ISTE).

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - (3) Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12

classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; as well as, understand laws and pedagogical justifications regarding classroom technology use. Students will develop knowledge of developmentally appropriate practice for age level when technology is used by learners. This course provides an opportunity for students to participate in training related to standards set by the International Society for Technology in Education.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) demonstrate written communication;
    - (B) perform job-appropriate numerical and arithmetic application;
    - (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings;
    - (D) exhibit teamwork skills;
    - (E) apply decision-making skills;
    - (F) implement problem-solving techniques;
    - (G) acquire conflict management skills;
    - (H) develop leadership skills;
    - (I) demonstrate professionalism;
    - (J) develop effective work ethic practices;
    - (K) demonstrate appreciation for diversity;
    - (L) participate in training, education, or certification for employment;
    - (M) demonstrate skills related to seeking and applying for employment; and
    - (N) create a resume and cover letter to document information such as work experience, licenses, certifications, and work samples.
  - (2) The student understands the professional, ethical, and legal responsibilities when communicating in the educational field. The student is expected to:
    - (A) apply communication standards that promote professional, ethical, and legal conduct;
    - (B) identify times when communication between school and parents/community are necessary;
    - (C) distinguish between appropriate and inappropriate uses of social media and other communication platforms and methods; and

- (D) cite sanctions and consequences for educator misconduct such as those stemming from inappropriate relationships.
- (3) The student understands multiple forms of communication necessary for effective teaching. The student is expected to:
- (A) demonstrate effective verbal communication skills with various stakeholders such as students, educators, parents/guardians, community members and other professionals;
  - (B) demonstrate active listening skills to obtain and clarify information;
  - (C) identify various forms of digital communication for educators such as email, blogs, wikis, podcasts, vlogs, digital streaming, infographics, digital portfolios, or social media;
  - (D) construct effective and professional electronic communication with parents and stakeholders such as newsletters, emails, and websites;
  - (E) demonstrate effective professional collaboration and communication such as participation in professional learning communities, peer-coaching, and mentoring;
  - (F) demonstrate effective student-teacher communication such as assignment feedback, and one-on-one interaction;
  - (G) facilitate effective student group work, including multiple strategies for student engagement;
  - (H) differentiate between approaches to communication based on student needs, including considerations for special populations and nonverbal communication; and
  - (I) demonstrate active-listening skills to obtain and clarify information.
- (4) The student applies digital literacy concepts to communication with students and stakeholders. The student is expected to:
- (A) apply digital literacy practices in communications to students and stakeholders such as knowledge of desktop publishing, elements of art and design, and design thinking;
  - (B) demonstrate appropriate search strategies for finding resources on the Internet such as boolean searches;
  - (C) compare various digital media technologies such as digital books, databases, websites, interactive games, and digital videos; and
  - (D) evaluate and select appropriate software for specific purposes such as communication and research.
- (5) The student evaluates technology and applications for classroom use. The student is expected to:
- (A) demonstrate understanding of laws regarding classroom technology use such as Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), end-user license agreements (EULAs), and age restrictions;
  - (B) apply laws related to the legal use of electronic materials, such as copyright, fair use, public domain, and open-source;

- (C) evaluate usage of classroom technology using a model, such as substitution augmentation modification redefinition (SAMR) and technological pedagogical content knowledge (TPaCK);
  - (D) describe methods for approval of technology use in the district, such as inventorying, licensing, and budgeting; and
  - (E) identify classroom management strategies appropriate for technology use in the classroom.
- (6) The student creates engaging lessons and lesson plans incorporating technology. The student is expected to:
- (A) analyze the relationship between technology and student engagement in the classroom;
  - (B) design learning experiences that incorporate twenty-first century learning skills such as creativity, collaboration, critical thinking, communication and resiliency;
  - (C) create lessons using different types of technology such as presentation software, spreadsheet software, image editing software, video creation software, polling software, and word processing software;
  - (D) apply technology to assess student learning at the beginning, during and at the end of a lesson;
  - (E) design authentic learning experiences that align with content area TEKS and use technology to maximize active, deep learning across grade levels to show appropriate use based on age;
  - (F) create an interactive lesson that utilizes appropriate technology; and
  - (G) create a differentiated lesson, incorporating the appropriate use of technology.

#### Recommended Resources and Materials:

- Google Be Internet Awesome
  - Description: Curriculum for younger students and their families that guides responsible internet use - good information for the technology teacher to have in hand. Also works in front of students in the classroom.
  - Cost: Free
  - Link: [https://beinternetawesome.withgoogle.com/en\\_us](https://beinternetawesome.withgoogle.com/en_us)
- Google Applied Digital Skills
  - Training level: Beginner, Intermediate
  - Description: Self-paced training on using each of the G Suite tools and then project-based training that teaches combining them in various contexts. Can be used alone for self-study and with a class of students.
  - Cost: Free
  - Link: <https://applieddigitalskills.withgoogle.com/s/en/home>
- Texas Computer Education Association
  - Description:
  - Cost: \$49.00
  - Link: <https://tcea.org/about/>

**Recommended Course Activities:**

- Read articles from education journals relating to communication and technology in education
- Write and peer review lesson plans incorporating technology
- Develop lesson activities involving technology such as Kahoot, digital breakout, interactive field trip, etc.
- Use dyads to practice active listening
- Create a newsletter for parents and stakeholders
- Classroom discussion

**Suggested methods for evaluating student outcomes:**

- Portfolio of assignments from the course
- Written and revised lesson plans
- Students present a lesson to peers
- Research project
- Quizzes and tests

**Teacher qualifications:**

- An assignment for Communication and Technology in Education, Grades 10 -12, is allowed with any valid classroom teacher or administrator certificate.
- It is recommended that a teacher assigned to Communication and Technology in Education, Grades 10-12 completed appropriate additional 101-907 training in Technology such as GCE1, MS Fundamentals, or Google for Education.

**Additional information:**

- Google Cloud Certified-G Suite
  - Training level: Beginner, Intermediate
  - Description: A Google Cloud certification in G Suite signals to employers that you possess the digital skills to work collaboratively and productively in a professional environment. By earning the G Suite certification, you prove your ability to complete common workplace activities using cloud-based tools to create and share documents, spreadsheets, presentations, and files. You demonstrate that you can communicate effectively with email and online meeting solutions.
  - Cost: \$75.00
  - Link: <https://cloud.google.com/certification/gsuite>
- Google for Education Teacher Training
  - Training level: Beginner, Intermediate
  - Description: Self-paced training on the use of G Suite for Education in the classroom, teaching Computer Science with Google tools, digital citizenship, using Chrome OS devices in the classroom, and using tech tools for ELLs. Training dovetails into Google Certified Educator and Google Certified Trainer.
  - Cost: Free
  - Link: <https://teachercenter.withgoogle.com/training>
- Google Applied Digital Skills

## Communication and Technology in Education

- Training level: Beginner, Intermediate
- Description: Self-paced training on using each of the G Suite tools and then project-based training that teaches combining them in various contexts. Can be used alone for self-study and with a class of students.
- Cost: Free
- Link: <https://applieddigitalskills.withgoogle.com/s/en/home>
  
- Google Be Internet Awesome
  - Training level: Beginner
  - Description: Curriculum for younger students and their families that guides responsible internet use - good information for the technology teacher to have in hand. Also works in front of students in the classroom.
  - Cost: Free
  - Link: [https://beinternetawesome.withgoogle.com/en\\_us](https://beinternetawesome.withgoogle.com/en_us)
  
- Google Certified Educator, Level 1
  - Training level: Beginner
  - Description: Beginner certification from Google on using G Suite for Education tools in the classroom. Includes a multiple-choice exam and a series of practical applications of G Suite.
  - Cost: \$10.00
  - Link: [https://teachercenter.withgoogle.com/certification\\_level1](https://teachercenter.withgoogle.com/certification_level1)
  
- Google Certified Educator, Level 2
  - Training level: Intermediate
  - Description: Intermediate certification from Google on implementing G Suite tools in the classroom and using it to improve your teaching practice. Includes a multiple-choice exam and a series of practical applications of G Suite.
  - Cost: \$25.00
  - Link: [https://teachercenter.withgoogle.com/certification\\_level2](https://teachercenter.withgoogle.com/certification_level2)
  
- Google Certified Trainer
  - Training level: Advanced
  - Description: Advanced certification from Google for providing professional development on G Suite for education tools. Includes a test, 5 PD delivery sessions, and a case study of training.
  - Cost: \$15.00
  - Link: [https://teachercenter.withgoogle.com/certification\\_trainer](https://teachercenter.withgoogle.com/certification_trainer)
  
- Microsoft 365 Certified Fundamentals
  - Training level: Beginner
  - Description: Certification from Microsoft to prove that you understand the options available in Microsoft 365 and the benefits of adopting cloud services, the Software as a Service (SaaS) cloud model, and implementing Microsoft 365 cloud service
  - Cost: \$99.00
  - Link: [https://docs.microsoft.com/en-us/learn/certifications/microsoft-365-fundamentals?wt.mc\\_id=learningredirect\\_certs-web-ww](https://docs.microsoft.com/en-us/learn/certifications/microsoft-365-fundamentals?wt.mc_id=learningredirect_certs-web-ww)
  
- Common Sense Education Digital Citizenship
  - Training level: Beginner, Intermediate

## Communication and Technology in Education

- Description: This recorded edWebinar will be of particular benefit to K-12 teachers, librarians, and school and district leaders. In this edWebinar:
  - Learn about the six topics covered in the new Digital Citizenship Curriculum
  - Define ways to teach digital citizenship, including developing skills and dispositions in students
  - Be introduced to activities and resources they can use with students
  - Identify ways to implement digital citizenship into their classrooms, schools, or districts
- Cost: Free
- Link: <https://www.common sense.org/education/webinars/all-new-digital-citizenship-curriculum>
  
- Common Sense Educator
  - Training level: Intermediate
  - Description: Common Sense Educators are committed to helping kids and schools thrive in the digital age. Become a Common Sense Educator to earn a badge that publicly affirms your commitment to helping students think critically and use technology responsibly to learn, create, and participate, and build your confidence teaching digital citizenship and integrating technology into your classroom, school, or district.
  - Cost: Free
  - Link: <https://www.common sense.org/education/recognition-educators>
  
- ISTE (International Society for Technology in Education) Certification
  - Training level: Advanced
  - Description: ISTE Certification is a competency-based, vendor-neutral teacher certification based on the ISTE Standards for Educators. It recognizes educators who use edtech for learning in meaningful and transformative ways.
  - Cost: \$800.00
  - Link: <https://www.iste.org/learn/iste-certification>
  
- Region 10 Digital Fluency Institute
  - Training level: Intermediate
  - Description: This program provides extensive professional development for administrators, teachers, coaches, and librarians. Within the Institute, educators will experience the types of learning that should happen in the classroom, learn to explore and apply strategies that leverage technology for learning, share your learning and contribute to the advancement of innovation in education, reflect as part of the learning process in a variety of media, design experiences that promote ownership of learning for yourself and others, and advocate for a culture of collaboration, continuous learning, and positive contributions.
  - Cost: \$299.00
  - Link: <https://www.region10.org/programs/digital-learning/digital-fluency/>

13. **CLOSED SESSION**
  - 13.1. Deliberation Regarding Personnel (Texas Govt Code 551.074)
  - 13.2. Deliberation Regarding School Safety and Security Measures (Texas Govt Code 551.076)
  - 13.3. Consultation with Legal Counsel (Texas Govt Code 551.071)
14. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
  - 14.1. Consideration and Possible Action to Approve Professional Employment
15. **BOARD REQUESTS**
16. **ADJOURNMENT**

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Presiding Officer

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Board Secretary