

Public Notice of Regular Meeting

The Board of Trustees Copperas Cove Independent School District

A Regular Meeting of the Board of Trustees of Copperas Cove Independent School District will be held Tuesday, August 13, 2024, beginning at 6:30 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL)]

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order
2. Pledge of Allegiance
3. Invocation
4. Recognitions
5. Open Forum
6. Consent Agenda
 - A. Board of Trustees Meeting Minutes
 1. Workshop Meeting - July 15, 2024
 2. Regular Meeting - July 16, 2024
 - B. Personnel
 1. New Hires
 - C. Items Exceeding \$25,000
 1. 2024-2025 Region 12 Education Service Center Shared Services Agreement and Membership Contract (\$55,601.38 - Budgeted Funds)
 2. SMART Tag Renewal (BuyBoard #661-22 - \$46,122.00 - Budgeted Funds)
 3. Renewal of Skyward Software Licenses for Financial Management, Payroll, Employee Access, Crystal Reports Maintenance, and Student Management (Sole Source - \$154,899.84 - Budgeted Funds)

4. ISCORP (Integrated Systems Corporation) - Skyward Software Hosting (\$59,042.40 - Budgeted Funds)
5. Annual Payment to Apptegy for Website, Mobile App Hosting & Mass Communication (TIPS Contract #230105 - \$32,500.00 Budgeted Funds)
6. TASB Risk Management Fund - 2024 - 2025 Unemployment Compensation, Workers' Compensation, Property, Auto, Cyber, Property, and School Liability Insurance coverage (\$1,084,014 - Budgeted Funds)
7. Consider and Take Action on the Adoption of an Election Order for Copperas Cove ISD Board of Trustees Election to be Held on November 5, 2024
8. Consider and Take Action on the Appointment of a Delegate and Alternate Delegate for the 2024 TASB Delegate Assembly
9. Consider and Take Action on the 2024–2025 Communities in Schools (CIS) Contract (\$207,875.00 - Budgeted Funds)
10. Consider and Take Action on the Before and After School Agreement with the Armed Services YMCA (ASYMCA) Killeen
11. Consider and Take Action on the Agreement for the Joint Use of Facilities with the Boys & Girls Clubs of Central Texas
12. Consider and Take Action on an Interlocal Government Agreement to Share Facilities with the City of Copperas Cove
13. Consider and Take Action on an Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers at Copperas Cove High School (\$176,113.00 - Budgeted Funds)
14. Consider and Take Action to Approve a Contract with MSB School Services, LLC for SHARS Medicaid Reimbursement Processing
15. Consider and Take Action on an Agreement with the Texas Health and Human Services Commission
16. Consider and Take Action on an Educational/Residential Service Contract with the Autism Treatment Center (Individual Student Living Contract - \$494,057.04 - Budgeted Funds)
17. Consider and Take Action to Approve the 2024-2025 Student Code of Conduct
18. Consider and Take Action to Approve the CCISD List of Approved Appraisers for the 2024 - 2025 School Year
19. Report Items
 - A. Resignations (Written Only)
 - B. July 2024 Monthly Financial Report (Written Only)
 - C. Budget Update for 2024 - 2025
 - D. Summer School and Summer Camp Reports for 2024 (Written Only)
 - E. Review CCISD's 2024-2025 Student Handbook
20. Board of Trustees Calendar
21. Adjourn

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on: Friday, August 9, 2024 at 1:00 p.m.

For the Board of Trustees



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

Minutes of Workshop Meeting

The Board of Trustees Copperas Cove Independent School District

A Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District was held Monday, July 15, 2024, beginning at 12:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: *Joan Manning, Inez Faison, Mike Wilburn, S. Ann Davis, John Gallen, Heather Copeland, and Jeff Gorres*

Members Absent: *None*

Staff Present: *Dr. Joe Burns, Amanda Crawley, Dr. Jimmy Shuck, Tracie Phillips, Kurtis Quillin, Clifton Heath, Maron Samuel, and Monica Hall*

Others Present: *Copperas Cove Leader-Press – Lynette Sowell*

1. Call to Order

The meeting was called to order at 12:08 p.m.

2. Consent Agenda

A. Board of Trustees Meeting Minutes

1. Workshop Meeting - June 10, 2024
2. Regular Meeting - June 11, 2024

B. Personnel

1. New Hires

C. Out of State Trip(s)

1. NAFIS Fall Conference - Washington, DC - September 22-24, 2024

3. Consider and Discuss the Employment of a Principal for Clements / Parsons Elementary School

4. Consider and Discuss School Meal Prices for the 2024-2025 School Year

Mrs. Melissa Bryan; Director of Child Nutrition & Warehouse Services has completed all calculations per USDA guidance. Her recommendation based on these calculations is to keep all student meal prices the same rate for the 2024-2025 School Year:

Universal Breakfast - FREE District Wide All Students regardless of Eligibility

Elementary Lunch will remain \$2.60

Junior High Lunch will remain \$2.80

High School lunch will remain \$3.00

5. Consider and Discuss Agreements with Central Texas College for the 2024-2025 School Year

CCISD and Central Texas College (CTC) are requesting the annual renewal of agreements:

1. Dual Credit Agreement

2. College Prep Mathematics and College Prep English Language Arts MOU

3. EMT Dual Credit Agreement

4. Hospitality Management/Culinary Arts Dual Credit Agreement

5. Early College Program Agreement

6. Automotive Dual Credit Agreement

7. Facility Use Agreement

6. Consider and Discuss the Ranger College MOU for the 2024-2025 School Year

CCISD and Ranger College are requesting to partner for on campus Dual Credit through the Ranger College Dual Credit program. Ranger College is an affordable dual credit program for Texas high school students who seek to challenge themselves and accelerate their college preparation. The dual credit coursework will be conducted through a blended learning model with some instruction online, complemented by the support of a certified high school instructor who will teach the course content face-to-face. This instructor will help students navigate their Canvas Learning Management System (LMS), assist with dual credit coursework, ensuring they meet crucial deadlines. Ranger College participates in the FAST eligibility program, so all Free/Reduced Lunch students (economically disadvantaged) take courses "Tuition Free." Tuition will be billed to CCISD at the rate of \$55 per credit hour unless students are eco-dis. There are no caps or minimums for the Ranger College courses and students will have access to a 24 hour tutoring program to support them with the dual credit coursework.

7. Consider and Discuss an Agreement with Central Texas Workforce Solutions for the 2024-2025 School Year

Workforce offers labor market and employment information about in-demand industry sectors or occupations available in Central Texas. Central Texas Workforce is offering to place a full-time specialist to the district to provide the SOAR Outreach Program to our students. The specialist will provide career guidance and information to assigned junior high and high school students, especially regarding High Growth High Demand Occupations. The goal is to expose, educate, and engage students in employability skills, career development and career decision-making. The specialist will also promote opportunities such as dual credit, industry based certifications, internships, and post-secondary enrollment which will enhance a student's career pathway.

8. Consider and Discuss the Advanced Courses for Exemption from the University Interscholastic League (UIL) "No Pass, No Play" Provision for the 2024-2025 School Year

Districts may identify honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for exemption of No Pass No Play, but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur. All College Board Advanced Placement (AP) courses offered in all disciplines are eligible for exemption of No Pass No Play. All Dual Credit courses taken for English language arts, mathematics, science, social studies, economics, or a language other than English credit as part of the Foundation School Program with an Endorsement is eligible for exemption from the No Pass No Play rule. All Career and Technical Education courses taken for math or science credit as part of the Foundation School Program with an Endorsement is eligible for exemption from the No Pass No Play rule.

9. Consider and Discuss the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bell, Coryell, and Lampasas Counties for the 2024-2025 School Year

The Texas Administrative Code 129.21(k)(1) allows public school students to be considered 'in attendance' when participating in off-campus activities with an adjunct staff member of the school district. Sec.3 of TEA's Student Attendance Handbook states: "If the student is participating in an activity which is approved by the local board and is under the direction of a professional staff member of the school district or an adjunct staff member, then the student may be counted as in attendance. This adjunct staff member must have a minimum of a bachelor's degree and be eligible for participating in the Teacher Retirement System of Texas." All County Extension Agents meet this requirement. The TEA Student Handbook further adds, "To qualify for funding purposes, the certified district staff member/adjunct must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised by a County Extension Service Agent who are approved by the Board of Trustees and have the appropriate adjunct faculty agreement."

10. Consider and Discuss the Appointment of a Military Property Custodian for JROTC for the 2024-2025 School Year

In order to meet the requirements set forth by U. S. Army ROTC Cadet Command Regulation #145-2, a Military Property Custodian must be appointed for the 2024-2025 school year.

11. Consider and Discuss the Adoption of Non-Business Days to Meet HB 3033 Requirements for the 2024-2025 School Year

House Bill 3033 requires the Board of Trustees to adopt no more than 10 nonbusiness days in addition to state-recognized national and state holidays for the purpose of fulfilling Public Information Act requests.

12. Consider and Discuss to Add, Revise or Delete(LOCAL) Policies as Recommended by TASB Policy Service According to the Instruction Sheet for TASB Localized Policy Manual Update 123

Update 123 references legislative updates from the 88th Legislature, regular and special sessions. All referenced bills have already gone into effect unless otherwise noted.

Recommended changes to local policies address the following topics:

Board Member: training and orientation

Ethics: Conflict of interest disclosures

Safety Program/Risk Management: emergency plans and security personnel

Technology Resources: equipment

Employment Practices: other types of contracts

Personnel-Management Relations: employee complaints/grievances

Instructional Arrangements: homebound instruction

Instructional Resources: instructional materials and library materials

Student Rights and Responsibilities: student and parent complaints/grievances

Public Complaints

Please bear in mind that (LEGAL) policies provide the legal framework for key areas of district operations and are not adopted by the board, but rather, inform local decision making.

13. Consider and Discuss the Adoption of the Coryell County Hazard Mitigation Plan 2023 Resolution
Coryell County has prepared a multi-hazard mitigation plan, hereby known as Coryell County Hazard Mitigation Plan 2023 in accordance with federal laws, including the Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended; the National Flood Insurance Act of 1968, as amended; and the National Dam Safety Program Act, as amended. Coryell County Hazard Mitigation Plan 2023 identifies mitigation goals and actions to reduce or eliminate long-term risk to people and property in (local government) from the impacts of future hazards and disasters.

14. Consider and Discuss the Request for Proposals to Provide Annual Financial Audit Services

On May 10 and 17, 2024 CCISD advertised in the Cove Leader Press for Request for Proposals for Annual Financial Audit Services. Individual notices were also sent to audit firms in the region. The District received one (1) response to the advertisement from a firm in the Cedar Park area - Singleton, Clark and Company, PC. The quote provided by Singleton, Clark and Company, Inc. is \$3,000.00 less than our current audit firm. After checking references, it is the District's recommendation that we engage Singleton, Clark and Company, Inc. for annual financial audit services.

15. Consider and Discuss Possible Action to Select a Professional Service Provider for Architectural/Engineering Services Related to Pre-Bond Planning and Possible Design Services Pursuant to Texas Government Code Chapter 2254 Based on Their Demonstrated Competence and Qualifications, Including Possible Delegation to the Superintendent to Negotiate and Execute Agreement(s) for Such Services

In October 2023 the Board authorized the employment of the bond strategist, bond counsel, and a bond survey. At that time the District did not present a contract for architectural services for pre-bond planning as the law firm drafting the contract did not have a contract prepared and vetted with the district and RBDR, PLLC. In late April the attorney provided a draft contract for the District and architectural firm to review. Only very recently was the contract language

finalized between parties. Therefore, at this time the District is seeking approval of the contract with RBDR, PLLC for services provided for pre-bond planning.

16. Report Items
 - A. Resignations (Written Only)
 - B. Monthly Financial Report (Written Only)
 - C. 2024-2025 Preliminary Budget Report
 - D. Review STAAR Scores and Preliminary Accountability Projections
 - E. Conference
 1. TASB Summer Leadership Institute June 19 - June 22, 2024
17. Information Items
 - A. CCISD's 2024-2025 Employee Handbook
 - B. Board of Trustees Calendar

Closed Session

The meeting was adjourned into closed session at 1:28 p.m. for Personnel Matters (551.074, 551.071, & 551.129) under the Texas Open Meetings Act, Texas Government Code, Chapter 551, subchapters D and E or Texas Government Code 418.183(f).

Open Session

The meeting reconvened into open session at 2:52 p.m.

18. Adjourn
The meeting was adjourned at 2:52 p.m.

Joan Manning, President

Mike Wilburn, Secretary

Minutes of Regular Meeting

The Board of Trustees

Copperas Cove Independent School District

A Regular meeting of the Board of Trustees of Copperas Cove Independent School District was held Tuesday, July 16, 2024, beginning at 6:30 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: *Joan Manning, Inez Faison, Mike Wilburn, S. Ann Davis, John Gallen, Heather Copeland, and Jeff Gorres*

Staff Present: *Dr. Joe Burns, Amanda Crawley, Dr. Jimmy Shuck, Tracie Phillips, Kurtis Quillin, Henry Blair, Maron Samuel, and Monica Hall*

1. Call to Order

The meeting was called to order at 6:31 P.M.

2. Pledge of Allegiance

Presenter: Mrs. Heather Copeland

3. Invocation

Presenter: Mr. Mike Wilburn

4. Open Forum

Bradley Vaughn

5. Consent Agenda

6. Board of Trustees Meeting Minutes

A. Workshop Meeting - June 10, 2024

B. Regular Meeting - June 11, 2024

7. Personnel

A. New Hires

8. Out of State Trip(s)

A. NAFIS Fall Conference - Washington, DC - September 22-24, 2024

A motion was made by S. Ann Davis to approve the consent agenda.

Mike Wilburn seconded the motion.

All members present voted by saying 'Aye'.

9. Consider and Take Action on the Employment of a Principal for Clements / Parsons Elementary School

A motion was made by Mike Wilburn to approve the employment of Robin Grabitz as principal for Clements/Parsons Elementary School.

John Gallen seconded the motion.

All members present voted by saying 'Aye'.

10. Consider and Take Action on the School Meal Prices for the 2024-2025 School Year

A motion was made by John Gallen to approve the school meal prices for the 2024 – 2025 School Year.

Jeff Gorres seconded the motion.

All members present voted by saying 'Aye'.

11. Consider and Take Action on the Agreements with Central Texas College for the 2024-2025 School Year
A motion was made by Inez Faison to approve the agreements with Central Texas College for the 2024 – 2025 school year.
S. Ann Davis seconded the motion.
All members present voted by saying ‘Aye’.
12. Consider and Take Action on the Ranger College MOU for the 2024-2025 School Year
A motion was made by Mike Wilburn to approve the MOU with Ranger College for the 2024 – 2025 school year.
Inez Faison seconded the motion.
All members present voted by saying ‘Aye’.
13. Consider and Take Action on an Agreement with Central Texas Workforce Solutions for the 2024-2025 School Year
A motion was made by Heather Copeland to approve the agreement with Central Texas Workforce Solutions for the 2024 – 2025 school year.
Jeff Gorres seconded the motion.
All members present voted by saying ‘Aye’.
14. Consider and Take Action on the Advanced Courses for Exemption from the University Interscholastic League (UIL) "No Pass, No Play" Provision for the 2024-2025 School Year
A motion was made by Mike Wilburn to approve the advanced courses for exemption from UIL “No Pass, No Play” provision for the 2024 – 2025 school year.
John Gallen seconded the motion.
All members present voted by saying ‘Aye’.
15. Consider and Take Action on the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bell, Coryell, and Lampasas Counties for the 2024-2025 School Year
A motion was made by John Gallen to approve the adjunct faculty agreement for Texas A&M Agrilife County Extension agents in Bell, Coryell, and Lampasas Counties for the 2024 – 2025 school year.
S. Ann Davis seconded the motion.
All members present voted by saying ‘Aye’.
16. Consider and Take Action on the Appointment of a Military Property Custodian for JROTC for the 2024-2025 School Year
A motion was made by Inez Faison to approve the appointment of the Military Property Custodian for JROTC for the 2024 – 2025 school year.
S. Ann Davis seconded the motion.
All members present voted by saying ‘Aye’.
17. Consider and Take Action on the Adoption of Non-Business Days to Meet HB 3033 Requirements for the 2024-2025 School Year
A motion was made by Heather Copeland to approve the adoption of Non-Business days to meet HB 3033 requirements for the 2024 – 2025 school year.
Jeff Gorres seconded the motion.
All members present voted by saying ‘Aye’.
18. Consider and Take Action to Add, Revise or Delete(LOCAL) Policies as Recommended by TASB Policy Service According to the Instruction Sheet for TASB Localized Policy Manual Update 123

A motion was made by John Gallen to approve the add, revise or delete (LOCAL) policies as recommended by TASB policy service according to the instruction sheet for TASB localized policy manual update 123

Mike Wilburn seconded the motion.

All members present voted by saying 'Aye'.

19. Consider and Take Action on the Adoption of the Coryell County Hazard Mitigation Plan 2023 Resolution

A motion was made by S. Ann Davis to approve the adoption of the Coryell County Hazard Mitigation Plan 2023 Resolution.

Heather Copeland seconded the motion.

All members present voted by saying 'Aye'.

20. Consider and Take Action on the Request for Proposals to Provide Annual Financial Audit Services

A motion was made by Mike Wilburn to approve the proposal from Singleton, Clark & Company, PC to provide annual financial audit services.

John Gallen seconded the motion.

All members present voted by saying 'Aye'.

21. Consider and Possible Action to Select a Professional Service Provider for Architectural/Engineering Services Related to Pre-Bond Planning and Possible Design Services Pursuant to Texas Government Code Chapter 2254 Based on Their Demonstrated Competence and Qualifications, Including Possible Delegation to the Superintendent to Negotiate and Execute Agreement(s) for Such Services

Heather Copeland moved that the Board approve Administration's recommendation for professional services by RBDR, PLLC as the architecture/engineering firm for pre-bond planning for the May 4, 2024 bond election pursuant to Texas Government Code Chapter 2254 based on their demonstrated competence and qualifications and further delegate authority to the Superintendent to negotiate and enter into an agreement for such services.

S. Ann Davis seconded the motion.

All members present voted by saying 'Aye'.

22. Report Items

- A. Resignations (Written Only)
- B. Monthly Financial Report (Written Only)
- C. 2024-2025 Preliminary Budget Report
- D. Review STAAR Scores and Preliminary Accountability Projections

- E. Conference

- 1. TASB Summer Leadership Institute June 19 - June 22, 2024

23. Information Items

- A. CCISD's 2024-2025 Employee Handbook
- B. Board of Trustees Calendar

24. Adjourn

The meeting was adjourned at 7:25 p.m.

Joan Manning, President

Mike Wilburn, Secretary



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

2024-2025 NEW HIRE PROFESSIONAL CONTRACTS

NAME	EMP/TRANS DATE	POSITION	CAMPUS	YEARS EXP IN PROPOSED POSITION	YEARS EXP IN EDUCATION OR FIELD	COLLEGE TO ISSUE DEGREE	CERTIFICATION	LAST DISTRICT TAUGHT
Andrews, Kenya	7/30/2024	RISE Classroom Instructor	Hettie Halstead Elementary	0	3	Lee University	Certification not required	n/a
Bacon, D'Andre	7/30/2024	RISE Instructional Intern	Williams Ledger Elementary	0	0	n/a	Certification not required	n/a
Baldree, Aimee	7/30/2024	Teacher, CTE	Copperas Cove High School	0	1	Baylor University	***Health Science (6-12), Licensed Registered Nurse	n/a
Banks, Melvin	7/30/2024	RISE Classroom Instructor	Copperas Cove High School	0	3	Texas A&M University	Certification not required	n/a
Barba, Jose	7/30/2024	RISE Instructional Intern	S.C. Lee Junior High	0	1	n/a	Certification not required	n/a
Barnes, Stuart	8/5/2024	Teacher, Science	Copperas Cove High School	0	0	University of Georgia	***Science (7-12)	n/a
Boissonneault, Danielle	7/30/2024	RISE Classroom Instructor	Williams Ledger Elementary	1	3	Flagler College	Certification not required	n/a
Brown, Johnathan	7/30/2024	RISE Classroom Instructor	S.C. Lee Junior High	0	2	Texas A&M University - Central Texas	Certification not required	n/a
Canto, Lauryn	8/12/2024	RTI & 504 Coordinator	Curriculum	0	8	Western Governors University	Generalist (EC-6), ESL Supplemental (EC-6)	Copperas Cove ISD
Chapman, George	7/30/2024	Teacher, Elementary	Hettie Halstead Elementary	2	3	Texas A&M University - Central Texas	Core Subjects with STR (EC-6)	Killeen ISD
Chew, Lashon	7/30/2024	Teacher, PE/Athletic Coordinator	S.C. Lee Junior High	2	2	Northwestern Oklahoma State University	Health (EC-12), Physical Education (EC-12)	Midwest City-Del City Schools
Dubois, Angela	8/5/2024	Teacher, Elementary	Clements Parsons Elementary	12	16	University of North Texas	Generalist (EC-4), Principal (EC-12)	Killeen ISD
Epps, Labront	7/30/2024	RISE Instructional Intern	Copperas Cove High School	0	1	n/a	Certification not required	n/a
Girard, Kaniya	7/30/2024	SEL Facilitator	Clements Parsons Elementary	0	1	The University of Texas - San Antonio	Certification not required	Killeen ISD
Hawkins, Hailey	7/30/2024	RISE Instructional Intern	Copperas Cove High School	0	0	n/a	Certification not required	n/a
Huckins, Shelley	8/5/2024	RISE Classroom Instructor	Clements Parsons Elementary	0	1	Grand Canyon University	Certification not required	Killeen ISD
Janecek, Dawn	8/5/2024	Teacher, Elementary	Clements Parsons Elementary	10	11	Millikin University	Art (EC-12), Core Subjects with STR (4-8), English Language Arts and Reading with STR (4-8), Social Studies (4-8), Core Subjects with STR (EC-6)	Copperas Cove ISD
Johnson, Emily	7/30/2024	RISE Instructional Intern	Clements Parsons Elementary	0	0	n/a	Certification not required	n/a
Lyons, Emma	7/30/2024	RISE Instructional Intern	Williams Ledger Elementary	0	1	n/a	Certification not required	n/a
McIntyre, Samantha	7/30/2024	RISE Classroom Instructor	House Creek Elementary	0	1	Austin Peay State University	Certification not required	n/a
McWhorter, Abigail	7/30/2024	RISE Classroom Instructor/Coach	Copperas Cove Junior High	0	0	Tarleton State University	Certification not required	n/a
Monteiro, Glicia	8/5/2024	RISE Classroom Instructor	Clements Parsons Elementary	1	1	Wayland Baptist University	Certification not required	Killeen ISD
Moss, Samantha	8/13/2024	Assistant Principal	House Creek Elementary	1	6	LAMAR University	English Language Arts and Reading (7-12), Social Studies (7-12), ESL Supplemental (7-12), Principal as Instructional Leader (EC-12)	Copperas Cove ISD

2024-2025 NEW HIRE PROFESSIONAL CONTRACTS

Motsenbocker, Annalicia	7/30/2024	Teacher, Special Education	Copperas Cove High School	0	2	Texas A&M University	*Special Education (EC-12)	n/a
Mullen, Angelica	7/30/2024	Teacher, English	Copperas Cove High School	0	2	Indiana Wesleyan University	*English Language Arts and Reading (7-12)	Copperas Cove ISD
Nelson, Lauren	7/30/2024	Teacher, Special Education	Fairview Jewell Elementary	17	17	Texas State University	Generalist (EC-4), ESL Supplemental (EC-4), Principal (EC-12)	Burnet ISD
Ogorman White, Timothy	7/30/2024	RISE Classroom Instructor	Copperas Cove Junior High	0	0	American Public University System	Certification not required	n/a
Olaughlin, Brandi	8/5/2024	RISE Classroom Instructor	Clements Parsons Elementary	0	0	Liberty University	Certification not required	n/a
Pati, Jeaniel	7/30/2024	Teacher, PE/Coach	Copperas Cove High School	0	3	Henderson State University	*Physical Education (EC-12)	n/a
Phillips, Haley	8/5/2024	RISE Classroom Instructor	Clements Parsons Elementary	0	0	Western Governors University	Certification not required	n/a
Piscitello-Oliver, Noelle	*8/26/2024	Compliance Facilitator	Special Education Department	0	3	Millersville University - Pennsylvania	Certification not required	Ozark City School District
Pllier, Joseph	7/30/2024	Teacher, CTE/Coach	Copperas Cove High School	10	10	Stephen F. Austin University	Special Education (EC-12), Physical Education (EC-12), Mathematics (7-12), ***Family and Consumer Science (6-12)	Florence ISD
Quichocho, Christine	7/30/2024	Registered Nurse	Clements Parsons Elementary	0	10	Western Governors University	Licensed Registered Nurse	n/a
Smith, Teegan	8/1/2024	Teacher, Elementary	Hettie Halstead Elementary	0	1	Arizona State University	Core Subjects with STR (EC-6)	n/a
Stark, Daniel	8/12/2024	Teacher, English	Copperas Cove High School	1	1	American Public University System	*English Language Arts and Reading (7-12)	Killeen ISD
Stephens, Casey	7/30/2024	RISE Instructional Intern	Martin Walker Elementary	0	0	n/a	Certification not required	n/a
Swanagan, Kimberly	8/5/2024	RISE Classroom Instructor	Fairview Jewell Elementary	0	0	American Public University System	Certification not required	n/a
Swank, Emily	8/9/2024	Administrative Intern	Martin Walker Elementary	0	13	Concordia University	Generalist (EC-6), Mathematics (4-8), ESL Supplemental (EC-8)	Killeen ISD
Vasquez, Lee	7/30/2024	Teacher, Elementary	Williams Ledger Elementary	3	3	Texas A&M University - Corpus Christi	Physical Education (EC-12)	Copperas Cove ISD
Velez Colon, Tatiana	8/12/2024	RISE Instructional Intern	Clements Parsons Elementary	0	4	n/a	Certification not required	n/a
Whitlow, Quandeski	8/5/2024	Teacher, CTE/Coach	Copperas Cove High School	0	0	University of Louisville	***Marketing (6-12)	n/a
Woods, Shania	8/5/2024	Teacher, CTE	Copperas Cove High School	1	1	Bethel University	Family and Consumer Science (6-12)	Belton ISD
Zapata, Naomi	8/5/2024	Teacher, CTE	Copperas Cove High School	0	0	Tarleton State University	***Family and Consumer Science (6-12)	n/a
Zills, Beatrice	8/12/2024	RISE Instructional Intern	Martin Walker Elementary	0	0	n/a	Certification not required	n/a
							*Certification Pending	
	*tentative date						**Emergency Permit	
							***DOI Local Certification	



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

District/Charter	Contract Number
COPPERAS COVE ISD	7952
2024-2025 SSA & Membership Contract	



Item	Cost for Service	Adjustment Amount	Total for Service	Invoice Amount	Important Notes
Coordinated School Health Membership	\$1,700.00		\$1,700.00	\$1,700.00	
Counselor Membership	\$2,750.00		\$2,750.00	\$2,750.00	
CTE Membership	\$1,700.00		\$1,700.00	\$1,700.00	
DMAC	\$24,325.95		\$24,325.95	\$24,325.95	
Gifted & Talented Membership	\$7,875.00		\$7,875.00	\$7,875.00	\$875 per campus
Migrant SSA	\$1,653.00		\$1,653.00	\$0.00	
Region 12 Job Posting Board	\$250.00		\$250.00	\$250.00	
School Safety Membership	\$5,535.43		\$5,535.43	\$5,535.43	School Safety Connects included
State Funding Template & Financial	\$5,500.00		\$5,500.00	\$5,500.00	
TSDS/PEIMS Membership	\$5,965.00		\$5,965.00	\$5,965.00	
	\$57,254.38		\$57,254.38	\$55,601.38	

The SSA amounts listed above are based on TEA's published planning amounts. However, the actual amounts designated to ESC Region 12 for the SSAs will be the final funding amounts determined by TEA.

District/Charter	Contract Number
COPPERAS COVE ISD	7952
2024-2025 SSA & Membership Contract	



Innovate. Empower. Educate.

Campus Detail by Service

Item	# of Campuses	Campuses
Gifted & Talented Membership	9	Clements - Parsons Elementary, Copperas Cove High School, Copperas Cove Jr. High School, Fairview - Jewell Elementary, Hettie Halstead Elem. School, House Creek Elementary, Martin Walker Elementary School, S. C. Lee Jr. High School, Williams - Ledger Elementary
School Safety Membership	9	Clements - Parsons Elementary, Copperas Cove High School, Copperas Cove Jr. High School, Fairview - Jewell Elementary, Hettie Halstead Elem. School, House Creek Elementary, Martin Walker Elementary School, S. C. Lee Jr. High School, Williams - Ledger Elementary

District/Charter	Contract Number
COPPERAS COVE ISD	7952
2024-2025 SSA & Membership Contract	



DMAC Detail

DMAC Product/Service	Pricing Type	Fixed Price	Price per Student	Price per Campus	Number of Campuses	Total	Campuses
State Assessment (fixed price)	Fixed Price	\$1,500.00			0	\$1500.00	
TEKScore (fixed price)	Fixed Price	\$1,500.00			0	\$1500.00	
TAG (by campus)	Price per Campus			\$500.00	9	\$4500.00	Clements - Parsons Elementary, Copperas Cove High School, Copperas Cove Jr. High School, Fairview - Jewell Elementary, Hettie Halstead Elem. School, House Creek Elementary, Martin Walker Elementary School, S. C. Lee Jr. High School, Williams - Ledger Elementary
LEAD4WARD (by campus)	Price per Campus			\$395.00	9	\$3555.00	Clements - Parsons Elementary, Copperas Cove High School, Copperas Cove Jr. High School, Fairview - Jewell Elementary, Hettie Halstead Elem. School, House Creek Elementary, Martin Walker Elementary School, S. C. Lee Jr. High School, Williams - Ledger Elementary

District/Charter	Contract Number
COPPERAS COVE ISD	7952
2024-2025 SSA & Membership Contract	



DMAC Product/Service	Pricing Type	Fixed Price	Price per Student	Price per Campus	Number of Campuses	Total	Campuses
Class Roster Fee (as needed)	Price per Student		\$1.65			\$13270.95	
						\$24,325.95	



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address



Invoice # 1264080

www.securedmobility.com
 smarttag@securedmobility.com
 Phone : 855.604.6344
 Fax : 208.475.6230

Remit To:
 Secured Mobility LLC
 PO Box 2316
 San Antonio, TX 78298

Order Date: 7/11/2024 3:44:00 PM

Bill To:	Copperas Cove ISD Copperas Cove ISD Attn Account Payable PO Box 1239 Copperas Cove, Tx 76522 United States	Ship To:	Copperas Cove ISD Copperas Cove ISD Attn Transportation 408 S Main St Copperas Cove, Tx 76522 United States
Email:	courtney.nijmeh@smart-tag.net	Phone:	2545471227
Payment Method:	Net 30	Ship Method:	Customer Pickup
PO/Reference #:	Buyboard 661-22 Annual Invoice 2024/2025		

Quantity	Unit Price	Product/Service	Part #	Ship Date	Ext. Price	Payment Date	Payment Notes
1	\$795.00	SMART tag Annual Service Subscription - Routing or SIS software database updates daily import/synchronization	770080		\$795.00		
81	\$390.00	SMART tag Cloud Services - per tablet-	770160		\$31,590.00		
81	\$79.00	SMART tag Tablet Driver Mobile Application - Annual Maintenance/Updates/Support	770179		\$6,399.00		
75	\$50.00	SMART routing software - Annual Maintenance/Updates/Support (per bus)	770305		\$3,750.00		
12	\$299.00	SMART print plus software - Annual Maintenance/Updates/Support	771046		\$3,588.00		

(per printer)

"T" DENOTES A TAXABLE LINE

Subtotal	\$46,122.00
Shipping/Handling	\$0.00 T
Sales Tax	\$0.00
Total	\$46,122.00
Amt. Paid	\$0.00

Total Due	\$46,122.00
------------------	-------------

We accept returns on items that are unopened, sealed, undamaged and in the original packaging within 45 days of placing your order. Returns are subject to shipping fees, and a 10% restocking fee. Upon return, the merchandise will be inspected and appropriate refunds will be issued.



Board of Trustees

Date of Meeting

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Summary
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Contact Person

E-Mail Address



COPPERAS COVE ISD
 ATTN: ACCOUNTS PAYABLE
 408 S. MAIN STREET
 COPPERAS COVE, TX 76522-5239

Invoice Detail

Invoice # 0000231918
Invoice Date 09/01/2024
Due Date 09/16/2024
Invoice Total 447.00

<u>Qty.</u>	<u>Item Description</u>	<u>Unit Price</u>	<u>Extension</u>
3.00	CRYSTAL REPORTS MAINTENANCE RENEWAL Quantity represents number of named user/license(s)	149.0000	447.00

Maintenance: 09/01/2024 - 08/31/2025

Skyward has an obligation to our 3rd party vendor for the above Maintenance Renewal. The Vendor contract requires notification of any cancellation/termination of maintenance renewal prior to the start of the new term.

Total Extension: 447.00

REMIT TO:

SKYWARD ACCOUNTING DEPT
 2601 SKYWARD DRIVE
 STEVENS POINT, WI 54482
 * Return this bottom
 portion with payment *

Invoice # 0000231918
Invoice Date 09/01/2024
Payor COPPERAS COVE ISD
Due Date 09/16/2024 (COPPERTX000)

Invoice Amount: 447.00
Remit Amount:

Please reference Payor Key with remittance. Direct questions to account@skyward.com



Invoice Detail

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Table with invoice details: Invoice # 0000231548, Invoice Date 09/01/2024, Due Date 09/16/2024, Invoice Total 93,597.84

* Invoice was emailed.

Table with columns: Qty, Item Description, Unit Price, Extension. Lists various software licenses and their costs.

Software Licenses: 09/01/2024 - 08/31/2025

Quantity represents student count unless minimum rate applies.

Total Extension 93,597.84

REMIT TO:

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482

Table with remittance details: Invoice #, Invoice Date, Payor, Due Date, and reference code (COPPERTX000)

Invoice Amount: 93,597.84
Remit Amount: []



Invoice Detail

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Invoice # 0000229302
Invoice Date 09/01/2024
Due Date 09/15/2024
Invoice Total 60,855.00

* Invoice was emailed.

Qty.	Item Description	Unit Price	Extension
1.00	FINANCIAL MANAGEMENT ANNUAL LICENSE FEE	19,095.0000	19,095.00
1.00	PAYROLL ANNUAL LICENSE FEE	8,800.0000	8,800.00
1.00	EMPLOYEE ACCESS ANNUAL LICENSE FEE	6,850.0000	6,850.00
1.00	INVENTORY ANNUAL LICENSE FEE	6,850.0000	6,850.00
1.00	SUBSTITUTE TRACKING ANNUAL LICENSE FEE	5,022.0000	5,022.00
1.00	EMPLOYEE MANAGEMENT ANNUAL LICENSE FEE	4,680.0000	4,680.00
1.00	PEIMS FINANCE ANNUAL LICENSE FEE	2,808.0000	2,808.00
1.00	SALARY NEGOTIATIONS ANNUAL LICENSE FEE	2,808.0000	2,808.00
1.00	BUSINESS PROFESSIONAL DEVELOPMENT CENTER LICENSE	2,069.0000	2,069.00
1.00	PAYROLL IMPORT/EXPORT INTERFACE ANNUAL LICENSE FEE	1,873.0000	1,873.00

Annual License Fees: 09/01/2024 - 08/31/2025

Total Extension **60,855.00**

REMIT TO:

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482

Invoice # 0000229302
Invoice Date 09/01/2024
Payor COPPERAS COVE ISD
Due Date 09/15/2024 (COPPERTX000)

Invoice Amount: 60,855.00
Remit Amount:



Board of Trustees

Date of Meeting

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Contact Person

E-Mail Address



Page 1/1
Invoice 0741360
Date 8/1/2024

Integrated Systems Corporation
10325 N. Port Washington Road
Mequon WI 53092

Bill To: Copperas Cove ISD, TX
408 S Main St
Copperas Cove TX 76522-2238

Ship To: Copperas Cove ISD, TX
408 S Main St
Copperas Cove TX 76522-2238

Purchase Order No.		Customer ID		Salesperson ID	Shipping Method	Payment Terms	Req Ship Date	Master No.
		COPPERAS COVE			OFFICE	Net 30	8/1/2024	122,279
Ordered	Shipped	B/O	Item Number	Description		Discount	Unit Price	Ext. Price
1.00	1.00	0.00	SUBSCFEE	ISCorp Hosting for Skyward FINANCE		\$0.00	\$28,847.40	\$28,847.40
1.00	1.00	0.00	SUBSCFEE	ISCorp Hosting for Skyward STUDENT		\$0.00	\$30,195.00	\$30,195.00

Skyward hosting services from September 2024 through August 2025.

Subtotal	\$59,042.40
Misc	\$0.00
Tax	\$0.00
Freight	\$0.00
Trade Discount	\$0.00
Total	\$59,042.40

ACH (Preferred):

North Shore Bank
Routing Number: 275071356
Checking Account Number: 27927490
Detailed Remittances to: accountsreceivable@iscorp.com

Checks Payable to ISCorp:

PO Box 75278
Chicago IL 60675-5278



Board of Trustees

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Contact Person

E-Mail Address



Powering Your School's Identity

Apptegy started in 2014 with the goal of enabling schools to build a strong brand and communicate more effectively with their audiences. In 2015, we worked with our first three beta clients. Today, in 2023 we've partnered with more than 3,700 clients in all 50 states to build their website, custom mobile app, and the mass notification system.

What Makes Us Different

1 Thrillshare's Ease of Use

With our publishing platform, Thrillshare, **you don't need any programming knowledge** to update your district's website, app, or mass notification system. Now, you can promote your success stories across all communication channels right from your smartphone.

2 The User Experience for Your Community

Wherever your community engages with you online, **they'll be able to do so with ease.** No more pinching and pulling to view your website on a smartphone or being redirected somewhere else within your mobile app.

3 Your Experience Working With Us

From the beginning, Apptegy set out to be more than a software provider. We strive to be a true partner and resource for our districts. That commitment and our personal, fast, and easy support has earned Apptegy an unheard of **99% client retention rate.**

“

I have to tell you, this platform is GREAT. Thrillshare simplifies the process of posting things to various school online resources to the point where I can see where we will be sharing so much with parents, especially on the app.

...

All of you at Apptegy have been absolutely wonderful to work with. We have received great feedback on our new website and app, and one of our most recent posts reached more people than we ever have! That would never have happened without Thrillshare!

”



Scope & Deliverables

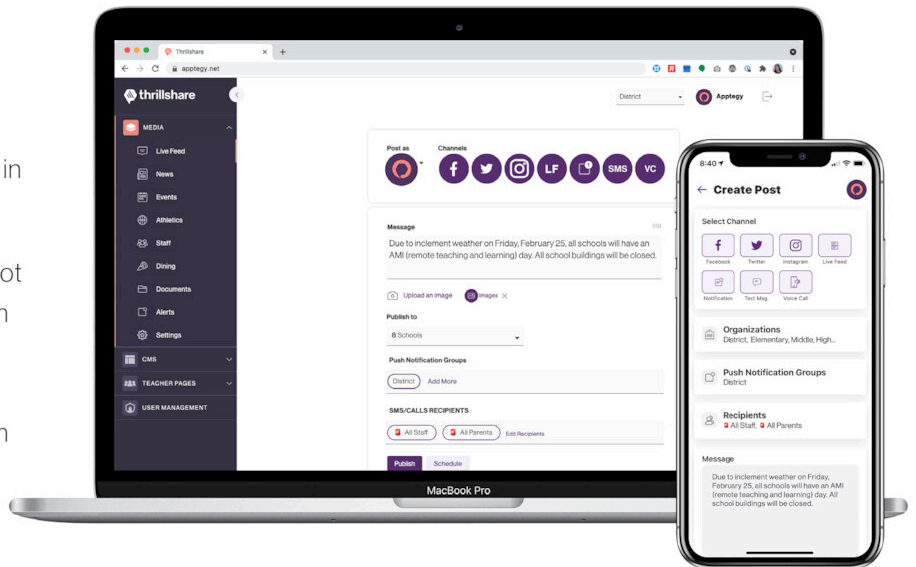
At Apptegy, we've developed the first publishing platform for school districts, so your team manages all of your communication channels from a single place. This means you'll share more stories with your community without creating more work for your staff.

By eliminating the technological barrier required to communicate, Thrillshare makes it easy to assign roles and privileges to your team to update what they care most about. With this level of customization and control, you can be confident about consistent messaging being shared with your community.

Publishing Platform

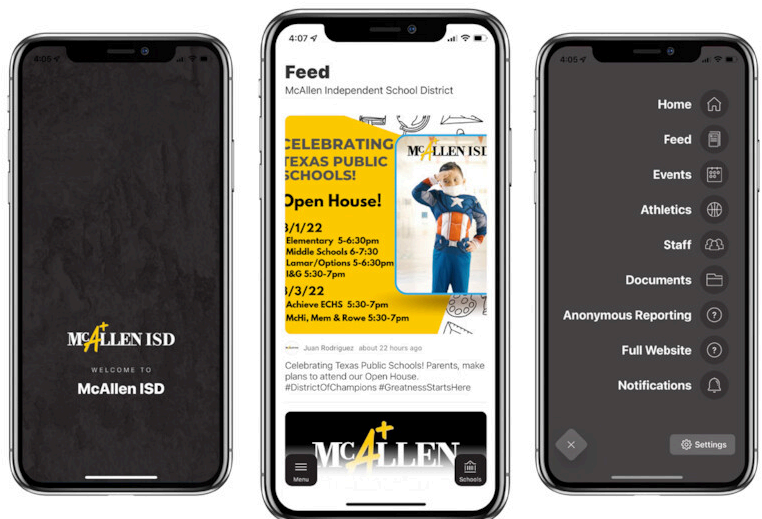
From the beginning, Thrillshare was designed to contain all your district communication channels in one place.

Built specifically for school districts, Thrillshare not only manages your website, but also your custom mobile app, all of your social media channels, and your alerts and notification system. Keeping information up-to-date is **as easy as it gets**, from the lunch menu to your calendar and news.



Mobile Apps

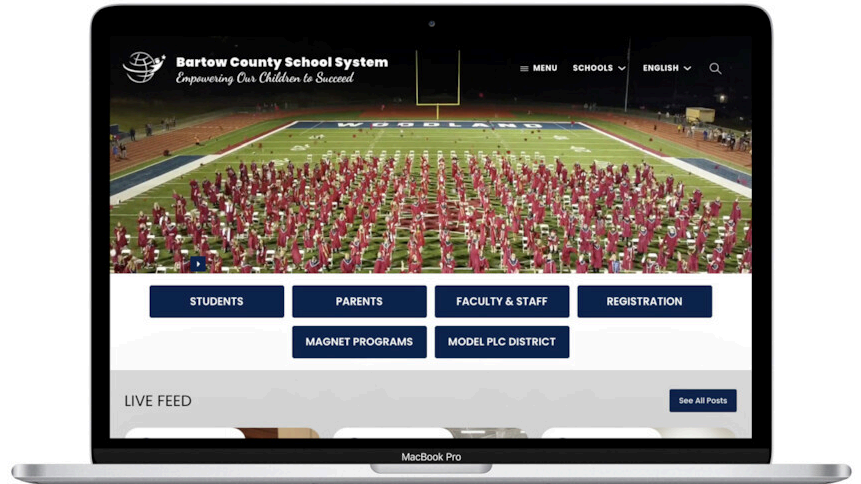
We build beautiful mobile apps for **Android and iPhone** that focus on what really matters: the user experience. A user experience that delights parents and community members means they will continue to come back to the app for meaningful information.





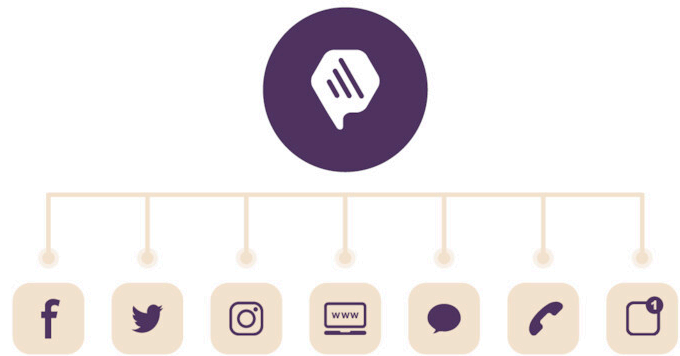
Websites

We will work with you to understand how you want your district brand to come across by creating a new website. Within your common branding, each school webpage can be customized, using the school's specific colors, mascots, logos, etc. We want your website to stay fresh and never grow stale, so we **include a free re-design** with each year of our partnership.



Alerts

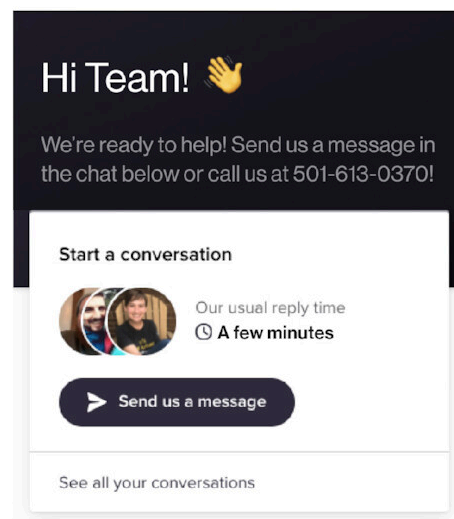
In order to save you time, we can automatically **sync with your Student Information System** so you can send out text, phone and email notifications. Easily send and schedule recurring alerts like attendance calls. Plus, with state-of-the-art technology, your text, email and voice calls can be automatically translated.



Transition & Support

We handle all of the heavy lifting including design, development, static content migration, training and ongoing support. Your own dedicated contacts at Apptegy during implementation and after launch make it an easy transition for the district.

With **unlimited training and prompt support**, every Thrillshare user will always have someone to assist with any questions that arise.



I. Estimated Transition Timeline

Kick-off

Week 1

We get our partnership started with a meeting to introduce stakeholders on your side and ours. In this meeting, we will cover our detailed roadmap, initial designs, and the overall structure of the planned implementation.

Design

Weeks 2-3

We create a mockup as a first draft and iterate from there. Since we've already established a good understanding of what you're looking for in the kick-off call, this process is typically quite fast.

Development & Content Migration

Weeks 4-6

Once we're done with the development, we migrate your static content for you. After our team has gone through your entire website and app and confirmed that everything is working, we will ask you to approve the content and functionality as well.

Training Sessions

Weeks 7-8

An ideal training schedule will include a setup call with your project lead, in-depth sessions for all of your power users, and introduction sessions for casual users.

Launch Campaign

Weeks 9-10

Flipping the switch is all it takes: we just point your domain to our servers and the change to the new website will be instant.

Of course we don't want the switch to go unnoticed by your community. That's why we design an entire launch campaign around the app and website with you. You'll get a custom marketing playbook, including graphics, videos, and a launch plan.

Support

Ongoing

Now that you are live, we work together to drive adoption of your new website and mobile app. You will be working closely with your Client Success Manager on marketing strategies and our Support Team on any questions your users have after the switch.



II. Order Form

Client Name: Copperas Cove ISD, TX			
Address: 408 S Main St, Copperas Cove		Email: burnsj@ccisd.com	
Texas 76522		Phone: (254) 547-1227	
Description	Price	Qty	Subtotal
Mobile App Development (one-time) One-time app development for iOS and Android apps for the District + 12 campuses *Billed one-time	\$15,500	1	\$15,500
App Development Discount (one-time) Discounting app development for agreement signed by December 31st, 2023	-\$7,750	1	-\$7,750
Thrillshare (annual) Thrillshare Publishing Platform (desktop and mobile) for ~8000 students *Billed and payable in full annually (September 1, 2024 - August 31, 2025) *For Clients that elect automatic renewal, pricing subject to 5% annual increases after last year of initial purchased term(see Terms for more info)	\$32,500	1	\$32,500
Thrillshare (pro-rated) Thrillshare Publishing Platform (desktop and mobile) for ~8000 students *Pro rated for 6 months (March 1st, 2024 - August 30th, 2024)	\$16,250	1	\$16,250
Website design and hosting Up to 1 re-design per contract year Included in Thrillshare cost	\$0	1	\$0
Alerts Unlimited text, voice, and email alerts Included in Thrillshare cost *Subject to Carrier restrictions (see Terms for more info), including, but not limited to, character limits per SMS message [currently 320 characters per SMS message]	\$0	1	\$0
Support, service, and training Included in Thrillshare cost	\$0	1	\$0
Static content migration Included in Thrillshare cost	\$0	1	\$0




III. Payment Schedule

Payment Schedule: Payable subject to the terms of Agreement	Amount
Total of the above, collectively, the "Services"	\$56,500.00
Billed after signature	\$12,000 (\$8,125 - half of prorated March 1, 2024 - August 31, 2024 + \$3,875 - half of development)
March 1, 2024 ("Client Start Date")	\$12,000 (\$8,125 - half of prorated March 1, 2024 - August 31, 2024 + \$3,875 - half of development)
September 1, 2024	\$32,500 (annual - September 1, 2024 - August 31, 2025)
September 1, 2025	\$32,500 (annual, if renewed) *Subject to 5% increase for renewal

This Order Form and Master Services Agreement (collectively, the "Agreement") between Apptegy, Inc. ("Apptegy"), and the client listed above ("Client") is effective as of the date of Client's signature below. This Agreement includes and incorporates the above Order Form, as well as the attached Master Services Agreement ("MSA"). By signing below, Client acknowledges receipt of this Agreement, including the Order Form and the MSA, and hereby accepts and agrees to be bound by this Agreement.

Client


By: 
2023-12-07 09:34:01 (AST)

Name: Joe Burns

Title: Superintendent

Date: December 7, 2023

Apptegy, Inc.

By: 
2023-12-05 14:23:58 (AST)

Name: Cailley Partain

Title: Sales Representative



Master Services Agreement

The following terms and conditions are a binding part of the Order Form and Master Services Agreement of Apptegy, Inc. (together with its affiliates, agents, and assigns, "**Apptegy**") between Apptegy and the Client that is set out in the Order Form. References to the "**Agreement**" below collectively include the Order Form (including and incorporating the terms and conditions set out in the "**Estimated Transition Timeline**" and the "**Payment Schedule**" that is provided with this Agreement) and the following terms and conditions. This Agreement provides the terms and conditions for Client to purchase and use Apptegy's Services (as defined below). Capitalized terms used but not otherwise defined in the following terms and conditions will have the meanings given to them in the Order Form.

1. Integration with Other Documents. This Agreement is the entire agreement between Apptegy and Client with respect to the Services, except as expressly set out below. No separate written or online agreements or terms and conditions will be incorporated in this Agreement or otherwise bind the parties unless expressly set out in this Agreement or in a Client Addendum (as defined below). The Client Addendum will control and govern with respect to all matters expressly set out in the Client Addendum, and this Agreement will control and govern in all circumstances. To be enforceable on the parties, any amendment, modification, or additions to the terms and conditions of this Agreement must be set out in a separate written addendum to this Agreement confirming such amendments, modifications, and/or additions in writing (a "**Client Addendum**").

2. Services; License. During the License Term, Apptegy will provide, and Client and the individuals allowed to access the Services by or on behalf of Client ("**User(s)**") may access and use, the products and services set out in the Order Form (collectively, "**Services**"). Client hereby grants Apptegy a limited, nonexclusive, revocable, worldwide, fully-paid, royalty-free license to use, copy, and modify Client's information, material, data, photographs, videos, intellectual property (including without limitation all copyrights, trademarks, service marks, and similar rights), and other content (collectively, "**Client Content**") for providing and improving the Services. Client's right to access and use the Services, and Apptegy's license to Client Content, will automatically terminate upon termination or expiration of this Agreement.

3. Fees. Client will pay to Apptegy all fees set out in the Order Form. Apptegy will submit invoice(s) to Client for all fees due upon execution of the Agreement and/or on the Client Start Date(s) (as defined below) as set out in the Order Form. Apptegy will invoice all subsequent-year fees on or about the anniversary of the applicable Client Start Date(s). Client agrees to pay all invoices in full within 30 days of the date of the invoice. Client agrees that (i) development and implementation fees are due as set out in the Order Form, (ii) fees for use of the Services are payable in annual portions for each year of the License Term as set out in the Order Form, (iii) fees for use of the Services are subject to Five Percent (5%) annual increases, starting the first renewal year after the last year of the term initially purchased by Client and continuing each year thereafter, as set out in the Order Form, and (iv) discounts for purchases of bundled Services will automatically expire if Client cancels any of the bundled Services and Client will thereafter be invoiced for the full price of the continuing Services. Client acknowledges that fees for Services do not include taxes, duties, and other government charges, including sales, use, consumption, VAT, GST, and other withholding, as applicable, and Client is solely responsible for any such obligations.

4. License Term. The term of Client's license to use the Services (the "**License Term**") will start on the date(s) set out on the Order Form (the "**Client Start Date(s)**"). Clients that purchase multiple Apptegy products may have different license start dates for different products. If no license start date is set out on the Order Form, the Thrillshare Media Client Start Date will be the date that is 60 days after Apptegy receives an executed agreement from Client and the Thrillshare Rooms Client Start Date will be the date that is 90 days after Apptegy receives an executed agreement from Client. The License Term will terminate on the anniversary of the applicable Client Start Date(s) that is after the number of license years initially purchased by Client, as set out in the Order Form, plus any renewal periods. This Agreement will renew for successive, additional periods of one (1) year from the anniversary of the Client Start Date(s), unless Client provides Apptegy with written notice of non-renewal before the end of the then-current License Term. Subject only to applicable procurement and appropriations law, Client agrees that it may not terminate this Agreement before the expiration of any then-current License Term without cause, unless Client pays Apptegy all fees in full for all license years of the then-current License Term, as set out in the Order Form, plus payment of any previously discounted amounts for the Services during the Term. All fees paid to Apptegy are non-refundable, subject only to applicable procurement and appropriations law.

5. Performance Terms. In addition to this Agreement, the rights and obligations of the Client and Apptegy with respect to the providing, accessing, and using the Services will also be subject to and governed by the Apptegy Terms of Use ("**Terms of Use**") and Privacy Policy ("**Privacy Policy**"), available at the following links: <https://www.apptegy.com/terms-and-conditions/> and <https://www.apptegy.com/privacy-policy/>. The Terms of Use and Privacy Policy, as each may be amended, are incorporated into this Agreement in their entirety, as applicable to Client. Without limiting the generality of the foregoing, the Terms of Use and Privacy Policy set out and govern the terms and conditions for Services availability, User eligibility and acceptable use, data privacy and security, regulatory notices and information, warranties, disclaimers, and liability limitations, and other related terms. The applicability of the Terms of Use and Privacy Policy is limited to the order of priority set out below.

6. Carrier Restrictions. Apptegy provides unlimited text, voice, and email messaging to Client subject to restrictions placed on Apptegy by mobile and wireless carriers and network operators (collectively, "**Carriers**"). For example, Carriers have (i) placed limits on the number of characters that may be included in messages sent via the Services and (ii) placed restrictions on the type of messaging content that may be sent through the Services. Carrier restrictions are not within the control of Apptegy and are subject to change without notice. When a Carrier places new or modified restrictions on Apptegy, certain features and functions of the Services may change as a result without notice to you. Client agrees that Apptegy will not be responsible or liable for any change in Services that arise from or in connection with Carrier restrictions.

7. TCPA/CTIA Compliance. Client is exclusively responsible for complying with applicable laws and regulations governing communications sent via the Services by Client and Users under Client's account, including, but not limited to, the Telephone Consumer Protection Act of 1991, as it may be amended ("**TCPA**"), and the requirements and policies of CTIA – The Wireless Association ("**CTIA**"). Client is encouraged to establish and implement methods and procedures to ensure compliance with applicable laws and regulations, including the TCPA and the CTIA, and to inform and train each of its employees, contractors, and representatives who use the Services on the methods and procedures. Apptegy may provide Client with materials and information about such laws and regulations, including the TCPA and the CTIA;

Client acknowledges that all such materials and information is provided for general education purposes only. No such act by or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client's compliance with the laws and regulations governing the communications sent via the Services by Client and Users under Client's account, including the TCPA and/or the CTIA.

8. COPPA Notice and Compliance. Apptegy prohibits use of the Services by children under the age of thirteen (13), unless and only to the extent the child is a User invited or added to the Services by Client. When children are invited or added to the Services as Users under Client's account, Apptegy provides the Services with respect to the children solely in the educational context authorized by Client under this Agreement and solely for the benefit of Client and its Users. Client consents, as agent for and on behalf of such children (and their parents and guardians), to Apptegy's collection, use, disclosure, and storage of personal information about or from the children in accordance with this Agreement. Client acknowledges that Apptegy is relying on Client's consent in the previous sentence for the purposes of complying with the Children's Online Privacy Protection Act, as it may be amended ("**COPPA**"), and that Apptegy is authorized to presume that Client has obtained and will maintain all required parent and guardian consent for Apptegy's collection, use, disclosure, and storage of information for any children under the age of thirteen (13) that are invited or added to the Services under Client's account.

Please note that Client is responsible for complying with COPPA with respect to Users under Client's account if Client invites or adds children under the age of thirteen (13) to the Services. Client is encouraged to establish and implement methods and procedures to ensure compliance with COPPA, and to inform and train each of its employees, contractors, representatives, and Users who use the Services on the methods and procedures. Apptegy may provide Client with materials and information about complying with COPPA; Client acknowledges that all such materials and information is provided for general education purposes only. No such act by or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client's compliance with COPPA.

The Terms of Use and Privacy Policy, accessible as set out above, confirm that Apptegy may collect information about children as a necessary part of providing the Services to Client (for example, as applicable: contact information for communications sent via the Services;

posts made on messaging tools in the Services; information included in assignments and other class content submitted via the Services) and provide notice regarding Apptegy's collection, use, disclosure, and storage of personal information from children. Please note that some or all of this information may not be private as to the individual child, parent, or guardian. For example, for Users of Rooms, information shared by a User via the messaging features of Rooms will be visible to Client, as the party providing access to the Services to its Users. In some circumstances, information provided by or about a child may be available or visible to other individual Users. For example, for Users of Rooms, information about a child that is posted in the group messaging tool in a Child's Room may be visible to other individual Users that are also authorized users for the same Room. Apptegy will collect, use, and disclose such information in accordance with COPPA and the Privacy Policy.

9. Accessibility Compliance. Client is exclusively responsible for complying with all applicable laws and regulations governing accessibility of the parts of the Services under the control of Client (for example: Client's website and/or mobile applications), including, but not limited to, the Americans with Disabilities Act, as it may be amended ("**ADA**"), and the requirements and policies of Web Content Accessibility Guidelines ("**WCAG**"). Client is encouraged to establish and implement methods and procedures to ensure compliance with applicable laws and regulations, including the ADA and the WCAG, and to inform and train each of its employees, contractors, and representatives who use the Services on the methods and procedures. The Services include tools to assist Client with accessibility compliance, and Apptegy may provide Client with materials and information about such laws and regulations, including the ADA and the WCAG; Client acknowledges that all such tools, materials, and information are provided to assist Client with its compliance obligations and for general education purposes only. No such functionality, act by, or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client's compliance with the laws and regulations governing accessibility of the parts of the Services under the control of Client (for example: Client's website and/or mobile applications), including the ADA and/or the WCAG.

10. Third Party Functions. Apptegy relies on third-party providers and partners for parts of the Services (for example: posting a message or communication on Facebook or Twitter account; hosting Client websites). APPTEGY IS NOT RESPONSIBLE FOR ANY CONSEQUENCE, LOSS, OR DAMAGE (DIRECT OR INDIRECT) ARISING FROM OR RELATING TO THE PARTS OF THE SERVICES MANAGED OR MADE AVAILABLE BY OR VIA THIRD-PARTY PROVIDERS AND PARTNERS. Please see the Terms of Use and Privacy Policy for more information.

11. Disclaimers; Limited Liability. Apptegy provides the Services subject to certain disclaimers and limitations of liability. Please see the Terms of Use and Privacy Policy for more information.

12. Intellectual Property. Nothing in this Agreement or the performance of this Agreement will convey, license, or otherwise transfer any right, title, or interest in any intellectual property or other proprietary rights held by either party, except as expressly set out in the Agreement. Apptegy retains all right, title, and interest in all intellectual property rights, including patent, trademark, trade secret, and copyright (whether registered or unregistered), in and to the Services and the underlying software and technologies, all related technical documentation, and all derivative works, improvements, and modifications to any of the foregoing. Client agrees the foregoing is necessary to Apptegy providing the Services.

13. Compliance with Laws. The parties agree to comply with all laws applicable to the use of the Services and performance of this Agreement.

14. Miscellaneous. The Order Form and Master Services Agreement, together with (i) the Terms of Use and Privacy Policy, and (ii) the Client Addendum, if applicable, is the entire agreement between the parties with respect to the subject matter, and supersedes all prior agreements and understandings, whether written or oral. If any conflict or ambiguity exists with respect to any term or condition of any of the foregoing, the following priority will govern and control: (1) if applicable, the Client Addendum for all matters expressly addressed in the Client Addendum; then (2) this Order Form and Master Services Agreement for all other matters; then (3) the Terms of Use and Privacy Policy. Apptegy is not subject to any obligations that are not expressly identified in this Agreement, a Client Addendum, or the Terms of Use and Privacy Policy.

This Agreement is governed by the laws of the state in which Client is located, without regard to conflict of law principles. The parties irrevocably submit to the exclusive jurisdiction and venue of the federal courts having jurisdiction where Client is located for any dispute that relates to the Services or this Agreement. Except as set out in this Agreement, this Agreement may not be amended or modified without the prior written consent of both parties.

Neither party may assign this Agreement without the prior written consent of the other party, except in connection with a merger, acquisition, or sale of all or substantially all of a party's assets or voting securities. If any provision(s) of this Agreement is held invalid or unenforceable, such invalidity or unenforceability will not invalidate or render the Agreement unenforceable, but rather the Agreement will be construed as if not containing the unenforceable provision(s), and the rights and obligations of the parties will be construed and enforced to honor the parties' original intent to the maximum extent permitted under applicable law. This Agreement will inure to the benefit of the successors and assigns of the parties. The Agreement may be executed in multiple counterparts and executed by original, facsimile, or electronic signature (including PDF, Proposify, HelloSign, and similar methods), each of which when delivered will be deemed an original, and all of which together will constitute one agreement.





INVOICE

Apptegy, Inc
2201 Brookwood Dr. STE 115
Little Rock AR 72202
United States

Bill To

Copperas Cove ISD, TX
408 S Main St
Copperas Cove TX 76522
United States

TERMS: Net 30

Invoice #	Reference #	Date	Due Date
INV25066		9/1/2024	10/1/2024

Description	Line Total
Thrillshare Media Subscription	\$32,500.00

Subtotal \$32,500.00

Tax (0%) \$0.00

Total \$32,500.00



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address



August 7, 2024

Joseph Burns

Copperas Cove ISD

Dear Joseph Burns,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing your coverage for the coming year. The proposal reflects the Fund's ongoing commitment to the risk sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving public schools and other educational entities in Texas. The Fund is governed by a 19-member board of school trustees, superintendents, and administrators from member districts. The board ensures the Fund remains financially strong and responsive to member needs.

Fund programs and coverages continue to support the risks shared by Fund members but also reflect the challenging environments that Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of coverage changes and updates to the Fund's Coverage Agreements is included in this proposal. Coverage Agreements can also be accessed on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept your renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or to TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact.

Please note, if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Heide Gaden or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and your partnership with all Fund members. The Fund is proud to be your partner in managing risks and serving the students in your community.

Sincerely,
Heide Gaden
Risk Management Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: 1 (512) 505-2816

CC:

Notification of Coverage Changes and Clarifications Effective July 1, 2024

As a part of the annual coverage review, the TASB Risk Management Fund (Fund) implemented the following coverage changes and clarifications *for all renewals taking effect on or after July 1, 2024*. This document is a summary of changes and clarifications only; please carefully review the full text of all Fund Coverage Agreements and any applicable Contribution and Coverage Summary (CCS).

Automobile Liability & Physical Damage Coverage Agreement

- Under Part D, § 17.2 **Excess Coverage**, clarify that the Fund Member's auto coverage is primary, not pro rata, when a **Covered Person** is driving a Fund Member's vehicle.

School Liability Coverage Agreement

- Under Part B, § 5.8 **Joint Ventures**, clarify that Joint Ventures include support for an in-district or 1882 charter school; however, there is no coverage for the charter school operator itself or its board members or employees. Clarify that all **Covered Persons** are covered, not just the Fund Member.
- Under Part F, § 16.1 **PLL related acts**, clarify that acts related to the original Wrongful Act are subject to one **Claim's** limit of liability.
- Under Part F, § 17.5 **Maximum annual aggregate limit**, clarify that the maximum aggregate limit applies to purchased *and* automatic extended reporting periods.

Property Coverage Agreement

- Weather Perils and Named/Numbered Windstorm deductibles will be based on a percentage (as shown on the CCS) of the total value of a Loss-affected structure, including contents, as listed on the Statement of Values schedule provided to Fund Members with the coverage proposal, or an Occurrence minimum deductible (also shown on the CCS), whichever is higher. If the Weather Perils or Named/Numbered Windstorm deductible does not exceed the minimum Occurrence deductible, the Occurrence deductible will apply for all Loss, including Loss-affected Covered Property not listed on the Statement of Values.
- Expanded coverage for single-ply membrane roofing systems rated for Very Severe Hail by FM Global or UL Solution's equivalent rating to the full Weather Perils limit and deductible. The sublimit for single-ply roofing systems not rated for very severe hail remains in place.
- Under Part C, added § 6.6, indicating the Fund will limit payment for heating, ventilation, and air conditioning (HVAC) units based on actual cash value (ACV) only. Additionally, HVAC units **installed after March 1, 2025**, are excluded for the peril of hail unless commercial hail protection/coil guards are installed.
- Revise the Property Coverage Agreement, the Named/Numbered Windstorm Endorsement, and the CCS language to reflect how coverage and specified limits extend to the Fund Member's Covered Property for the Named/Numbered Windstorm peril based on the county's location (e.g., Tier I, Tier II, Harris, or all other Texas counties).

- Revise the Property Coverage Agreement and the Flood Endorsement to clarify that Flood coverage is excluded in designated flood zones unless coverage is otherwise extended under the Named/Numbered Windstorm Endorsement, and updated language to describe flooding uniformly throughout the Coverage Agreement.
- Under Part C, § 6.4 **Aesthetic Impairment**, eliminate the option to pay up to \$100,000 per **Occurrence** for appearance harm only to **Covered Property** while maintaining the coverage provision allowing reimbursement for 50% of the cost, up to \$1 million, to replace Aesthetically Impaired metal roofs.
- Limit coverage to the amount reported on the Statement of Values for Covered Property that has a recognized national or state historic designation. This limitation includes, but is not limited to, Covered Property listed on the National Register of Historic Places or Recorded Texas Historic Landmarks.
- Add a provision that specifically indicates prior loss is excluded.
- Add a provision that temporary repairs will be reimbursed to the Fund Member up to 10% of the Loss, including (if applicable) outside any sublimit. Additionally, under Part C, § 7.5, clarify that “Extra Expense” does not include temporary repairs after a **Loss**.
- Clarify that wildfire and accidental smoke damage, unrelated to agricultural or industrial origins, is covered and not considered **Pollution**.
- Under Part C, § 7.1 **Debris removal**, clarify that such removal is outside any sublimit.
- Under Part E, § 12.4 **Vendor Panel**, revise to remove the panel-related language and clarify that the Fund Member must use any Fund-preferred vendor when requested by the Fund.
- Under Part G, § 18, **New Construction**, move to Part F as a condition of coverage. This provision requires the Fund Member to report any new construction or renovation to the Fund before coverage extends.

Privacy & Information Security Coverage Agreement

- Under Part C, § 4.29 (A) **Fraudulent Instruction**, clarify and reinforce that the Fund Member must verify the authenticity *and* validate the payment request. Additionally, clarify that the validation may not rely on contact information in the communication or source of the inquiry regarding a change of banking or payment information.

Violent Act Coverage

- No changes.



Copperas Cove ISD

Contribution & Coverage Summary (CCS) Participation Period: 10/1/2024 through 9/30/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Property	See Property Coverage Summary	See Property Coverage Summary	\$741,969
Automobile Liability	\$100K Person Bodily / \$300K Occurrence Bodily / \$100K Occurrence Property	\$2,500	\$45,432
Automobile Physical Damage	Actual Cash Value	See Automobile Coverage Summary	\$24,922
School Liability including Professional Legal, General, and Employee Benefits Liability	See School Liability Coverage Summary	See School Liability Coverage Summary	\$66,373
Privacy & Information Security	\$500,000	\$0	\$15,000
Total Contribution			\$893,696

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.



Copperas Cove ISD

Property Coverage Summary Participation Period: 10/1/2024 through 9/30/2025 Total Property Contribution: \$741,969

The following is an overview of the limits and deductibles for risk of Direct Physical Loss to Covered Property. Additional coverages, limits, exclusions, and terms are included in the Fund's Coverage Agreement for this Participation Period. All limits are per Occurrence unless otherwise shown.

Coverage	Limit	Deductible
All Perils except Weather Perils	\$250,000,000	\$50,000
Weather Perils except Named/Numbered Windstorm	\$250,000,000	2% Minimum \$1,000,000
Named/Numbered Windstorm	\$50,000,000	2% Minimum \$1,000,000
Flood – Annual Aggregate Limit	\$2,000,000	\$50,000
Earthquake – Annual Aggregate Limit	\$2,000,000	\$50,000
Crime	\$500,000	\$5,000
Equipment Breakdown	\$100,000,000	\$50,000

Additional Sublimit for Weather Perils	Limit	Deductible
Sublimit for Wind, Hail Loss to Single Ply Membrane roofs and accompanying roof systems; all other deductibles apply. This does not apply to Named/Numbered Windstorm Loss in Tier 1, Tier 2, or Harris counties.	\$2,000,000	Weather Perils Deductible applies



Property Coverage Provisions

Weather Perils: Weather Perils is an Occurrence of wind, hail, convective storm, or freeze. The Weather Perils Limit and Deductible shown on this CCS will apply to Loss (including ensuing Loss) by a Weather Peril. Weather Perils does not include Named/Numbered Windstorm.

Named/Numbered Windstorm: Named/Numbered Windstorm is an Occurrence of hurricane, typhoon, tropical cyclone, tropical storm, or tropical depression that is designated by name or number by the National Weather Bureau, National Hurricane Center, or any recognized meteorological authority, including any related wind-driven rain, flood, tidal water or wave, storm surge, wave wash, surface water, overflow of bodies of water, or spray from any of these conditions. The Named/Numbered Windstorm Limit and Deductible indicated on this CCS will apply to Loss (including ensuing Loss) by a Named/Numbered Windstorm.

Percent Deductible/Occurrence Minimum Deductible: When Covered Property sustains a Loss caused by a Weather Peril or Named/Numbered Windstorm, the Fund Member's deductible will be either a percent-based deductible or an Occurrence-based minimum deductible, depending on which is higher.

The percent deductible will be calculated based on the designated percent, as shown on the CCS, applied to the Total Covered Value of the Loss-affected structure (including contents) in the Statement of Values schedule, which is considered a part of this CCS. This designated percentage is reflected as the deductible dollar amount listed under the deductible column of the schedule for each Loss-affected structure. The Fund will only pay once the covered Loss amount for each Loss-affected structure exceeds the deductible amount listed on the schedule. This deductible amount remains the same even if the entire structure (or contents) did not sustain a Loss. In the case of an Occurrence causing Loss to more than one member structure, the member may incur multiple percent-based deductibles, which will be added up to determine the total percent deductible.

Regardless of the total percent deductible, the amount of Loss sustained, or the number of Loss-affected structures in an Occurrence, in no event will the member's total deductible obligation be less than the Occurrence-based minimum deductible listed on the CCS. To determine whether the total amount of the percent-based deductible(s) exceeds the Occurrence minimum deductible, only the actual Loss will apply toward the Occurrence minimum deductible. However, the Fund's payment obligations in excess of this Occurrence deductible are based on the Loss to each structure exceeding that structure's scheduled deductible dollar amount.

No coverage is available for Loss to Fund Member property excluded by the Property Coverage Agreement.

Location: Location is a single street address that is the site of the Covered Property. Locations may have multiple Covered Properties, including structures.

Flood Zone Exclusions: The Fund Member's Covered Property (as defined in the Coverage Agreement) is excluded from coverage under the Flood Endorsement of the Coverage Agreement if any portion of the Covered Property subject to loss is located in any Special Flood Hazard Areas (SFHA) beginning with 'A' or 'V' as identified on the most recently published pre-Loss FEMA Flood Insurance Rate Map (FIRM).

Other Limits: If more than one Per Occurrence Limit may be applicable, the Fund shall determine which limit will apply.

Statement of Values: The Statement of Values schedule will be provided to the Fund member before the beginning of the Participation Period and is considered incorporated into the Agreements between the Fund and the member. The Fund Member agrees to allow the Fund to conduct property appraisals of the Fund Member's property periodically and agrees to accept values provided by the Fund. The Fund reserves the right to adjust the Fund Member's Contribution for new Covered Property accepted within the first 180 days of the Participation Period.

Salvage: The Fund will have the right, at its discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.



Single Ply Membrane: 'Single Ply Membrane' is a synthetic roofing material that includes EPDM, TPO, and PVC membranes. For Weather Perils, Single Ply Membrane roofs are subject to the Single Ply Membrane sublimit and deductible indicated on the CCS, except for roofs rated for Very Severe Hail by FM Global or UL Solution's equivalent rating, which are subject to the Weather Perils limit and deductible.

Fund Member Mitigation: As indicated in the Property Coverage Agreement, including Sections 9.29 and 12.5, the Fund Member must preserve Covered Property before and after Loss, or the Fund may exclude coverage.

Fund Member Notice: As indicated in the Property Coverage Agreement, including Section 13.1, time is of the essence for the Fund Member to give notice of a claim for all Loss. Coverage is only available if the Fund Member reports all Loss within 365 days of an Occurrence.

Limit Elimination: The Fund may reduce all Property limits to zero and cease all payments (promised or otherwise) to the member for any claim under this CCS if the Fund's applicable property reinsurance coverage exhausts during the Participation Period through any property claim payment to any Fund member.



Copperas Cove ISD

Automobile Coverage Summary Participation Period: 10/1/2024 through 9/30/2025 Total Automobile Contribution: \$70,354

The following is an overview of the limits and deductibles for risks associated with the ownership, maintenance, or use of Covered Automobiles. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Automobile Liability	\$100K Person Bodily / \$300K Occurrence Bodily / \$100K Occurrence Property	\$2,500
Automobile Physical Damage - Collision	Actual Cash Value	\$2,500
Automobile Physical Damage - Comprehensive	Actual Cash Value	\$2,500
Automobile Physical Damage - Catastrophic	Actual Cash Value	\$100,000

Automobile Terms & Conditions

Statement of Values: The Fund Member has provided the Fund with the most complete and accurate listing of vehicles owned and leased by the Fund Member and will make this listing current throughout the Participation Period. The Fund Member agrees to allow the Fund to conduct vehicle appraisals of the Fund Members' fleet periodically and agrees to accept values provided by the Fund, if any.

Salvage: The Fund will have the right, at its discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.

Excluded Vehicles: Vehicles specifically listed on this CCS are excluded from all Automobile coverage as noted under 'Exclusion.'



Copperas Cove ISD

School Liability Coverage Summary Participation Period: 10/1/2024 through 9/30/2025 Total School Liability Contribution: \$66,373

The following is an overview of the limits and deductibles for legal, general, and other liability risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Professional Legal Liability Subject to \$2,000,000 Maximum Annual Aggregate	\$2,000,000	\$25,000
General Liability	\$2,000,000	\$0
Employee Benefits Liability	\$100,000	\$0

School Liability Coverage Provisions

Known Prior Acts: As indicated in the School Liability Coverage Agreement, including in Section 4.1, the Fund Member agrees that all known prior acts (including previously reported acts) that may result in a legal claim against the Fund Member have been fully disclosed to prior carriers, including the Fund, and no coverage will apply to these acts under this CCS. However, this CCS does not void coverage afforded to the Fund Member under any previous CCS.

Fund-requested Settlement Contributions: As indicated in the School Liability Coverage Agreement, including Section 4.6, the Fund may request a monetary or non-pecuniary contribution from the Fund Member to address the portion of a Claim that is not covered by the Coverage Agreement so that the Fund can settle the Claim in its entirety. Any refusal by the Fund Member to contribute to the settlement as requested by the Fund will result in the Fund Member being responsible for further defense costs and indemnity payments other than what the Fund would have paid.



Copperas Cove ISD

Privacy & Information Security Coverage Summary Participation Period: 10/1/2024 through 9/30/2025 Total Privacy & Information Security Contribution: \$15,000

The following is an overview of the limits and deductibles for privacy and information security risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Aggregate Limit Per Event	Deductible
Privacy & Information Security	\$500,000	\$0

Privacy & Information Security Conditions

No Known Losses: Fund Member certifies that all known or reported events occurring prior to the effective date of this coverage, as applicable, which it is reasonably believed may result in a claim under this Coverage have been fully disclosed or reported.



Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator’s name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Property	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Unemployment Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Liability	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Workers' Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Auto	Joseph Burns	Superintendent	burnsj@ccisd.com

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.



Contribution & Coverage Summary General Provisions

Coverage: This CCS and the Fund’s corresponding Coverage Agreements for this Participation Period outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement, the applicable Fund Coverage Agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund Coverage Agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the Interlocal Participation Agreement outlines the termination-related provisions that govern this CCS. These provisions include that this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

Authorized Signature

Date

Printed Name

Title



Proof of Auto Liability Coverage

THIS GOVERNMENT VEHICLE IS EXEMPT FROM THE MOTOR VEHICLE SAFETY RESPONSIBILITY ACT. Liability coverage in effect meets the minimum limits required by Texas law.

Member: **Copperas Cove ISD**
Contract Number: **P050910-2024-003**
Contract Period: **10/1/2024** through **9/30/2025**

If you have an accident, please notify the TASB Risk Management Fund at 800.482.7276.

Coverage is applicable to all vehicles owned by the above-named entity. Coverage remains in effect only if contribution has been paid.



Proof of Auto Liability Coverage

THIS GOVERNMENT VEHICLE IS EXEMPT FROM THE MOTOR VEHICLE SAFETY RESPONSIBILITY ACT. Liability coverage in effect meets the minimum limits required by Texas law.

Member: **Copperas Cove ISD**
Contract Number: **P050910-2024-003**
Contract Period: **10/1/2024** through **9/30/2025**

If you have an accident, please notify the TASB Risk Management Fund at 800.482.7276.

Coverage is applicable to all vehicles owned by the above-named entity. Coverage remains in effect only if contribution has been paid.

WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
- Do not discuss blame or fault. Discuss accident only with the police.
- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.

WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
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- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.



Copperas Cove ISD
Statement of Values
As of date: 8/7/2024
Participation Period: 10/1/2024 through 9/30/2025

Campus Name – Site Address	Building ID	Building Name	Total Covered Value	Weather Perils Deductible
CTE FACILITY 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	050910- 000001	CTE FACILITY	\$7,902,819	\$158,056
ADMINISTRATION, 408 S. MAIN STREET, COPPERAS COVE, TX, 76522	16137	ADMINISTRATION	\$3,865,024	\$77,300
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	17935	BARN #1	\$27,217	\$544
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	17936	BARN #2	\$80,610	\$1,612
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	17937	BARN #3	\$118,077	\$2,362
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	17938	BARN #4	\$37,467	\$749
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	17939	PAVILION	\$80,752	\$1,615
AGRICULTURAL FARM, 727 FM 3046, COPPERAS COVE, TX, 76539	16132	SHED	\$3,410	\$68
CHILD NUTRITION, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17833	CHILD NUTRITION	\$1,871,817	\$37,436
CHILD NUTRITION, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17837	CUSTODIAL STORAGE BUILDING	\$22,705	\$454
CHILD NUTRITION, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17836	DISTRICT WAREHOUSE	\$2,840,524	\$56,810
CHILD NUTRITION, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17834	SPECIAL EDUCATION OFFICE/RECORDS	\$727,600	\$14,552
CHILD NUTRITION, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17835	TEXT BOOK STORAGE	\$308,930	\$6,179
COPPERAS COVE HIGH SCHOOL, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17842	ATHLETIC ANNEX	\$2,895,609	\$57,912



COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	16136	BASEBALL BATTING CAGE	\$187,504	\$3,750
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17839	BASEBALL CONCESSIONS BUILDING	\$102,737	\$2,055
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17843	BASEBALL HOME DUGOUT	\$20,479	\$410
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17841	BASEBALL PRESS BOX	\$81,155	\$1,623
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17847	BASEBALL STORAGE SHED	\$20,498	\$410
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17868	BASEBALL TICKET BOOTH	\$18,273	\$365
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17845	BASEBALL VISITOR DUGOUT	\$20,479	\$410
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17852	BLUE METAL STORAGE SHED	\$10,229	\$205
COPPERAS COVE HIGH SCHOOL, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17844	COPPERAS COVE GYMNASIUM	\$9,369,972	\$187,399
COPPERAS COVE HIGH SCHOOL, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17840	FINE ARTS BUILDING	\$22,121,533	\$442,431
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17849	FOOTBALL CAMERA TOWER	\$38,650	\$773
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17848	FOOTBALL STORAGE SHED	\$17,049	\$341
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17866	GUARD SHACK #1	\$12,556	\$251
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17851	GUARD SHACK #2	\$12,556	\$251
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	16135	GUARD SHACK #3	\$12,556	\$251
COPPERAS COVE HIGH SCHOOL, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17838	MAIN HIGH SCHOOL BUILDING	\$63,674,234	\$1,273,485
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17850	MOWER BUILDING	\$41,078	\$822
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17865	PORTABLE CLASSROOM	\$204,149	\$4,083



COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17867	PRACTICE STORAGE SHED	\$7,963	\$159
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17846	SOCCER STORAGE SHED	\$7,963	\$159
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	16134	SOFTBALL BATTING CAGE	\$193,221	\$3,864
COPPERAS COVE HIGH SCHOOL, 705 WEST AVENUE D, COPPERAS COVE, TX, 76522	17861	SOFTBALL CONCESSION STAND	\$229,464	\$4,589
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17862	SOFTBALL HOME DUGOUT	\$25,153	\$503
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17864	SOFTBALL STORAGE SHED	\$4,553	\$91
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17860	SOFTBALL TICKET BOOTH	\$18,273	\$365
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17863	SOFTBALL VISITOR DUGOUT	\$25,153	\$503
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17856	TENNIS CONCESSIONS BUILDING	\$29,665	\$593
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17855	TENNIS PAVILION	\$19,436	\$389
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17854	TENNIS RESTROOM/CONCE SSION	\$141,731	\$2,835
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17853	TENNIS STORAGE SHED	\$12,516	\$250
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17857	WEIGHT ROOM STORAGE #1	\$17,049	\$341
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17858	WEIGHT ROOM STORAGE #2	\$7,963	\$159
COPPERAS COVE HIGH SCHOOL, 400 SOUTH 25TH STREET, COPPERAS COVE, TX, 76522	17859	WEIGHT ROOM STORAGE #3	\$5,676	\$114
CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17875	CLASSROOMS 15- 20	\$1,301,465	\$26,029
CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17876	CLASSROOMS/CAF ETERIA	\$1,100,758	\$22,015
CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17878	GYMNASIUM/LIBRA RY BUILDING	\$2,814,179	\$56,284



CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17877	OFFICE/AUDITORIUM	\$1,772,413	\$35,448
CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17873	OLD 2 STORY ADMINISTRATION	\$2,223,309	\$44,466
CROSSROADS SCHOOL, 306 EAST AVENUE E, COPPERAS COVE, TX, 76522	17874	RESTROOMS/CLASSROOMS - BUILDING 300	\$986,414	\$19,728
CROSSROADS SCHOOL, 300 EAST AVENUE E, COPPERAS COVE, TX, 76522	17879	WOOD STORAGE SHED	\$18,193	\$364
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	17870	NORTH WING BUILDING	\$9,868,144	\$197,363
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	17869	SOUTH WING BUILDING	\$10,301,972	\$206,039
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	17871	STORAGE SHED #1	\$6,819	\$136
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	17872	STORAGE SHED #2	\$6,279	\$126
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	16145	STORAGE SHED #8	\$4,553	\$91
FAIRVIEW/JEWEL ELEMENTARY SCHOOL, 1002 VETERANS AVENUE, COPPERAS COVE, TX, 76522	16144	WALK IN COOLER/FREEZER	\$38,873	\$777
HALSTEAD ELEMENTARY SCHOOL, 910 NORTH MAIN STREET, COPPERAS COVE, TX, 76522	17881	CLASSROOM 20-21 BUILDING	\$309,173	\$6,183
HALSTEAD ELEMENTARY SCHOOL, 100 FM 3046, COPPERAS COVE, TX, 76522	17882	CLASSROOMS 22-25	\$406,133	\$8,123
HALSTEAD ELEMENTARY SCHOOL, 910 NORTH MAIN STREET, COPPERAS COVE, TX, 76522	17880	MAIN ELEMENTARY BUILDING	\$12,255,255	\$245,105
HALSTEAD ELEMENTARY SCHOOL, 100 FM 3046, COPPERAS COVE, TX, 76522	17883	STORAGE GARAGE	\$52,391	\$1,048
HALSTEAD ELEMENTARY SCHOOL, 100 FM 3046, COPPERAS COVE, TX, 76522	17884	STORAGE SHED #1	\$9,106	\$182
HALSTEAD ELEMENTARY SCHOOL, 100 FM 3046, COPPERAS COVE, TX, 76522	16133	WALK-IN COOLER/FREEZER	\$36,586	\$732



HOUSE CREEK ELEMENTARY SCHOOL, 351 LUTHERAN CHURCH ROAD, COPPERAS COVE, TX, 76522	16141	GAZEBO	\$5,717	\$114
HOUSE CREEK ELEMENTARY SCHOOL, 351 LUTHERAN CHURCH ROAD, COPPERAS COVE, TX, 76522	17910	MAIN ELEMENTARY BUILDING	\$25,708,269	\$514,165
HOUSE CREEK ELEMENTARY SCHOOL, 351 LUTHERAN CHURCH ROAD, COPPERAS COVE, TX, 76522	17911	STORAGE SHED	\$9,106	\$182
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17903	BULLDOG FIELD HOUSE	\$1,789,644	\$35,793
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17895	CLASSROOM WING C	\$1,048,032	\$20,961
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17894	COPPERAS COVE JUNIOR HIGH	\$27,902,551	\$558,051
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17899	DISTRICT SURPLUS STORAGE	\$434,372	\$8,687
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17897	DISTRICT TRAINING FACILITY	\$1,097,329	\$21,947
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17908	FOOTBALL EAST CONCESSIONS	\$355,391	\$7,108
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17909	FOOTBALL EAST RESTROOMS	\$355,391	\$7,108
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17906	FOOTBALL WEST CONCESSIONS	\$375,950	\$7,519
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17905	FOOTBALL WEST RESTROOMS	\$375,950	\$7,519
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17904	HOME PRESS BOX	\$1,790,452	\$35,809
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17901	PICNIC PAVILION	\$122,335	\$2,447
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17898	RECYCLE WAREHOUSE	\$221,917	\$4,438
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	16140	SHED	\$6,819	\$136
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17896	TECHNOLOGY SERVICES	\$796,320	\$15,926



JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17900	TRACK FIELD EVENT STORAGE	\$117,237	\$2,345
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17907	VISITOR PRESS BOX	\$1,539,963	\$30,799
JUNIOR HIGH/FOOTBALL STADIUM, 702 SUNNY AVENUE, COPPERAS COVE, TX, 76522	17902	WEIGHT ROOM BUILDING	\$193,314	\$3,866
LEE JUNIOR HIGH SCHOOL, 1205 COURTNEY LANE, COPPERAS COVE, TX, 76522	17922	FIELD HOUSE/CONCESSIONS BUILDING	\$318,704	\$6,374
LEE JUNIOR HIGH SCHOOL, 1205 COURTNEY LANE, COPPERAS COVE, TX, 76522	17923	FOOTBALL PRESS BOX	\$144,038	\$2,881
LEE JUNIOR HIGH SCHOOL, 1205 COURTNEY LANE, COPPERAS COVE, TX, 76522	16147	GREENHOUSE	\$60,373	\$1,207
LEE JUNIOR HIGH SCHOOL, 1205 COURTNEY LANE, COPPERAS COVE, TX, 76522	17921	MAIN JUNIOR HIGH BUILDING	\$34,766,208	\$695,324
LEE JUNIOR HIGH SCHOOL, 1205 COURTNEY LANE, COPPERAS COVE, TX, 76522	17924	TICKET BOOTH	\$15,986	\$320
MAE STEVENS ELEMENTARY SCHOOL, 302 MANNING DRIVE, COPPERAS COVE, TX, 76522	17885	MAIN ELEMENTARY BUILDING	\$8,694,266	\$173,885
MAE STEVENS ELEMENTARY SCHOOL, 302 MANNING DRIVE, COPPERAS COVE, TX, 76522	17886	WALK-IN COOLER/FREEZER	\$34,300	\$686
OLD SCHOOL HOUSE, 4406 FM 1113, TOPSEY, TX, 76522	16146	OLD SCHOOL HOUSE	\$299,550	\$5,991
PARSON/CLEMENTS INTERMEDIATE, 1120 RISEN STAR LANE, COPPERAS COVE, TX, 76522	17925	CLEMONS INTERMEDIATE BUILDING	\$11,526,650	\$230,533
PARSON/CLEMENTS INTERMEDIATE, 1120 RISEN STAR LANE, COPPERAS COVE, TX, 76522	17926	MAIN INTERMEDIATE BUILDING	\$14,654,579	\$293,092
PARSON/CLEMENTS INTERMEDIATE, 1115 NORTHERN DANCER DRIVE, COPPERAS COVE, TX, 76522	17927	METAL STORAGE SHED	\$6,819	\$136
SOCCER FIELD, SOUTH 2ND STREET, COPPERAS COVE, TX, 76522	17918	CONCESSIONS BUILDING	\$155,410	\$3,108
SOCCER FIELD, SOUTH 2ND STREET, COPPERAS COVE, TX, 76522	17920	PRESS BOX	\$17,129	\$343
SOCCER FIELD, SOUTH 2ND STREET, COPPERAS COVE, TX, 76522	17917	SOCCER FIELD HOUSE	\$269,703	\$5,394



SOCCER FIELD, SOUTH 2ND STREET, COPPERAS COVE, TX, 76522	17919	TICKET BOOTH	\$14,843	\$297
SUPPORT SERVICES, 604 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17930	BUS REPAIR SHOP	\$373,656	\$7,473
SUPPORT SERVICES, 602 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17933	FUEL SHED #1	\$4,553	\$91
SUPPORT SERVICES, 602 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17934	FUEL SHED #2	\$5,696	\$114
SUPPORT SERVICES, 604 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17929	MAINTENANCE SHOP	\$370,641	\$7,413
SUPPORT SERVICES, 604 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17931	MAINTENANCE STORAGE	\$369,446	\$7,389
SUPPORT SERVICES, 604 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17928	OFFICE BUILDING	\$846,780	\$16,936
SUPPORT SERVICES, 602 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	17932	STORAGE SHED #1	\$9,106	\$182
SUPPORT SERVICES, 602 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	16139	STORAGE SHED #2	\$6,819	\$136
SUPPORT SERVICES, 602 SOUTH FIFTH STREET, COPPERAS COVE, TX, 76522	16138	STORAGE SHED #3	\$17,089	\$342
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17887	MAIN ELEMENTARY BUILDING	\$10,647,913	\$212,958
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17888	SPECIAL EDUCATION BUILDING	\$1,269,041	\$25,381
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17893	STORAGE CONTAINER	\$2,266	\$45
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17889	STORAGE SHED #1	\$9,106	\$182
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17890	STORAGE SHED #2	\$5,676	\$114
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17891	STORAGE SHED #3	\$5,676	\$114
WALKER ELEMENTARY, 100 FM 3046, COPPERAS COVE, TX, 76522	17892	STORAGE SHED #4	\$6,819	\$136
WILLIAMS/LEDGER ELEMENTARY, 905 COURTNEY LANE, COPPERAS COVE, TX, 76522	17915	CUSTODIAL STORAGE BUILDING	\$94,814	\$1,896



WILLIAMS/LEDGER ELEMENTARY, 909 COURTNEY LANE, COPPERAS COVE, TX, 76522	17912	ELEMENTARY NORTH BUILDING	\$7,847,009	\$156,940
WILLIAMS/LEDGER ELEMENTARY, 909 COURTNEY LANE, COPPERAS COVE, TX, 76522	17914	ELEMENTARY SOUTH BUILDING	\$7,955,362	\$159,107
WILLIAMS/LEDGER ELEMENTARY, 909 COURTNEY LANE, COPPERAS COVE, TX, 76522	17913	GYMNASIUM/CAFE TERIA BUILDING	\$7,216,005	\$144,320
WILLIAMS/LEDGER ELEMENTARY, 905 COURTNEY LANE, COPPERAS COVE, TX, 76522	17916	METAL STORAGE SHED	\$9,106	\$182
WILLIAMS/LEDGER ELEMENTARY, 909 COURTNEY LANE, COPPERAS COVE, TX, 76522	16143	NORTH BUILDING GAZEBO	\$5,717	\$114
WILLIAMS/LEDGER ELEMENTARY, 909 COURTNEY LANE, COPPERAS COVE, TX, 76522	16142	SOUTH GAZEBO	\$5,717	\$114



**TASBTM
RISK
FUND**



TASB Risk Management Fund
P.O. Box 301 • Austin, Texas 78767-0301 • 800-482-7276
12007 Research Blvd. • Austin, Texas 78759-2439 • tasbrmf.org

Administered by the Texas Association of School Boards

July 23, 2024

Tracie Phillips

Copperas Cove ISD

Dear Tracie Phillips,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing your coverage for the coming year. The proposal reflects the Fund's ongoing commitment to the risk sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving public schools and other educational entities in Texas. The Fund is governed by a 19-member board of school trustees, superintendents, and administrators from member districts. The board ensures the Fund remains financially strong and responsive to member needs.

Fund programs and coverages continue to support the risks shared by Fund members but also reflect the challenging environments that Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of coverage changes and updates to the Fund's Coverage Agreements is included in this proposal. Coverage Agreements can also be accessed on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept your renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or to TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact.

Please note, if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Heide Gaden or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and your partnership with all Fund members. The Fund is proud to be your partner in managing risks and serving the students in your community.

Sincerely,
Heide Gaden
Risk Management Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: 1 (512) 505-2816

CC:



Copperas Cove ISD

Contribution & Coverage Summary (CCS) Participation Period: 10/1/2024 through 9/30/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Unemployment Compensation	Statutory	No Deductible	\$98,607
Total Contribution			\$98,607

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.



Copperas Cove ISD

Unemployment Compensation Participation Period: 10/1/2024 through 9/30/2025 Total Contribution: \$98,607

The following is a description of Unemployment Compensation (UC) coverage.

Unemployment Compensation Coverage	Contribution
UC – Pool	\$98,607

Unemployment Compensation Provisions

Agreement: This Agreement provides coverage for statutory unemployment compensation benefits and assistance with general unemployment compensation matters such as administrative hearings and filings with the Texas Workforce Commission (TWC). Coverage does not extend to litigation involving unemployment claims or other employment related matters.

As part of this Agreement, the Fund assumes responsibility for the Fund Member’s quarterly claim payments payable to TWC during the Participation Period. All benefit credits and reimbursements, including but not limited to federal CARES Act credits, received during or attributable to any period of the Fund Member’s participation in the Fund’s UC program for which the Fund paid benefits, are owed to the Fund. The Fund Member must be a reimbursing employer pursuant to the Texas Unemployment Compensation Act (TUCA) and must execute a Power of Attorney permitting the Fund to represent the Fund Member in its relations with TWC.

The Fund Member agrees to comply with the provisions of the TUCA, to respond timely to TWC requests and reporting requirements, and to comply with TWC rules and procedures. The Fund Member also agrees to implement loss prevention and cost containment recommendations from the Fund related to unemployment compensation benefits. The Fund Member agrees to submit wage reports through electronic reporting to the Fund or TWC according to Fund and TWC requirements. Any fines or penalties imposed for the Fund Member’s failure to comply with the TUCA will be the sole responsibility of the Fund Member. If the Fund advances payment of any fine or penalty, the Fund Member agrees to reimburse the Fund for all such costs. Upon termination of this coverage, the Fund Member agrees to assume responsibility for claim payments and reports due to the TWC.

Contribution: The contribution shown on this Contribution and Coverage Summary (CCS) is developed by the Fund and is based on the Fund’s overall expected unemployment compensation claims costs for the Participation Period and each individual Fund Member’s claims experience. The contribution is not adjustable during the coverage period due to changes in the Fund Member’s wages. However, the contribution may be adjusted by the Fund if payments due to TWC for the Fund Member’s unemployment compensation benefit payments for this Participation Period exceed 300% of the Fund Member’s annual UC contribution. The additional contribution adjustment will be based solely on the Fund Member’s own claims.

Assistance: The Fund’s services include assistance to the Fund Member with TWC hearings. Fund Member’s request for assistance constitutes authorization for the Fund to appoint an attorney to provide representation to the Fund Member before the TWC and for such attorney and other Fund representatives to have privileged communications with the Fund Member regarding claims subject to TWC administrative proceedings. The Fund’s assistance of the Fund Member under this provision does not extend to litigation involving unemployment claims or other employment-related matters.



Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Property	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Unemployment Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Liability	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Workers' Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Auto	Joseph Burns	Superintendent	burnsj@ccisd.com

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.



Contribution & Coverage Summary General Provisions

Coverage: This CCS and the Fund’s corresponding Coverage Agreements for this Participation Period outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement, the applicable Fund Coverage Agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund Coverage Agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the Interlocal Participation Agreement outlines the termination-related provisions that govern this CCS. These provisions include that this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

Authorized Signature

Date

Printed Name

Title



**TASBTM
RISK
FUND**



TASB Risk Management Fund
P.O. Box 301 • Austin, Texas 78767-0301 • 800-482-7276
12007 Research Blvd. • Austin, Texas 78759-2439 • tasbrmf.org

Administered by the Texas Association of School Boards

June 6, 2024

Tracie Phillips

Copperas Cove ISD

Dear Tracie Phillips,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing your coverage for the coming year. The proposal reflects the Fund's ongoing commitment to the risk sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving public schools and other educational entities in Texas. The Fund is governed by a 19-member board of school trustees, superintendents, and administrators from member districts. The board ensures the Fund remains financially strong and responsive to member needs.

Fund programs and coverages continue to support the risks shared by Fund members but also reflect the challenging environments that Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of coverage changes and updates to the Fund's Coverage Agreements is included in this proposal. Coverage Agreements can also be accessed on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept your renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or to TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact.

Please note, if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Heide Gaden or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and your partnership with all Fund members. The Fund is proud to be your partner in managing risks and serving the students in your community.

Sincerely,
Heide Gaden
Risk Management Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: 1 (512) 505-2816

CC:



Copperas Cove ISD

Contribution & Coverage Summary (CCS) Participation Period: 9/1/2024 through 8/31/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Violent Acts	\$250,000	\$0	No Cost
Workers' Comp Aggregate Deductible	Statutory	\$438,492	\$91,711
Total Contribution			\$91,711

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.



Copperas Cove ISD

Workers' Compensation – Aggregate Deductible

Participation Period: 9/1/2024 through 8/31/2025

Total Workers' Compensation – Aggregate Deductible Contribution: \$91,711

The following is a summary of estimated payrolls and contribution for Workers' Compensation coverage. The Contribution and Claims Liability amounts shown are subject to audit at the end of the Participation Period.

Classification	Estimated Payroll	Net Annual Rate	Estimated Contribution
7380 - BUS DRIVERS	\$1,700,467	0.00486337	\$8,270
7720 - POLICE OFFICER	\$0	0.00606300	\$0
8810 - CLERICAL OFFICE EMPLOYEES	\$808,510	0.00031911	\$258
8868 - PROFESSIONAL/ADMINISTRATON	\$54,759,750	0.00086105	\$47,151
9101 - ALL OTHERS	\$5,649,253	0.00637819	\$36,032
Total	\$62,917,980		\$91,711

Estimated Contribution	\$91,711
Estimated Claims Liability	\$438,492
Estimated Maximum Program Cost	\$530,203

Workers' Compensation – Aggregate Deductible Provisions

Claims Liability: The Fund Member agrees to reimburse the Fund for amounts paid for workers' compensation claims with injury dates within the Participation Period up to the Claims Liability amount (Aggregate Deductible). The Fund will pay claims in excess of the Claim Liability amount.

Benefit Limits: Workers' Compensation benefits paid to the Fund Member's employees under this CCS will be as defined in the Texas Workers' Compensation Act (the Act). The Fund is responsible for claims payments as reflected in this CCS. This CCS does not cover the defense of any suit or claim against a Fund Member except a workers' compensation claim by an eligible employee or former employee of the Fund Member for the payment of statutory workers' compensation benefits.

Cooperation: The Fund Member designates the TASB Risk Management Fund as the Workers' Compensation claim administrator of record for all purposes. The Fund Member agrees to use the Fund's contractors for services related to the administration of claims and to follow the Fund's election under Section 504.053 of the Labor Code to direct care through the Political Subdivision Workers' Compensation Alliance.

Claims Reporting: For Workers' Compensation claims arising during the Participation Period, the Fund Member agrees to report those claims timely and solely to the Fund. The report of Workers' Compensation claims to any other entity will waive all Fund liability under this agreement for those claims, regardless of reporting sequence. Any fines levied against the Fund for the Fund Member's failure to comply with the rules and regulations of the Act will be the Fund Member's sole responsibility.



Seasonal Benefits Adjustments: The Fund adjusts weekly workers' compensation Temporary Income Benefits (TIBS) to zero during specific holiday periods. Benefit adjustments are always made during the summer, Thanksgiving, spring, and winter breaks. Other extended holiday periods may also trigger benefit adjustments.



Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Property	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Unemployment Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Liability	Joseph Burns	Superintendent	burnsj@ccisd.com
TASB RMF-Workers' Compensation	Tracie Phillips	Executive Director of Human Resources	phillipst@ccisd.com
TASB RMF-Auto	Joseph Burns	Superintendent	burnsj@ccisd.com

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.



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Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

Authorized Signature

Date

Printed Name

Title



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address



ORDER OF ELECTION FOR COPPERAS COVE ISD BOARD OF TRUSTEES

An election is hereby ordered to be held on November 5, 2024, for the purpose of Trustee positions designated as:

Place 1 (currently Inez Faison)- Full three-year term

Place 2 (currently S. Ann Davis) – Full three-year term

Applications for a place on the ballot shall be filed by **5:00 PM, August 19, 2024.** **Early voting by personal appearance** will be conducted each weekday at:

> For Coryell County Voters <

Copperas Cove Early Voting Center

508 B Cove Terrace Shopping Center
Copperas, Cove TX 76522

Gatesville Main St. Annex

800 E Main St, Ste B
Gatesville, TX 76528

October 21-25, 2024	8 am – 5 pm
October 26, 2024	7 am – 7 pm
October 27, 2024	11 am -5 pm
October 28-31, 2024	7 am – 7 pm
November 1, 2024	7 am – 7 pm

> For Bell County Voter <

Belton - Bell County Belton Annex,
550 East 2nd Ave Belton, TX 76513

Killeen - Bell County Annex, 304
Priest Drive Killeen, TX 76541

Killeen - Jackson Professional Learning Center, 902 Rev R A
Abercrombie Dr. Killeen, TX 76543

Killeen - Senior Center @ Lions Club Park, 1700 E. Stan
Schlueter Loop, Killeen, TX 76542

Temple - Temple ISD Admin Building, 401 Santa Fe Way, Temple,
TX 76501

Salado - Salado Church of Christ,
217 North Stagecoach, Salado, TX 76571

Harker Heights - Parks & Recreation Center, 307 Millers Crossing, HH, TX 76548

Morgan's Point Event Center, 60
Morgan's Point Blvd Morgan's Point
Resort TX 76513

October 21-25, 2024	8 am – 5 pm
October 26, 2024	7 am – 7 pm
October 27, 2024	12 pm -6 pm
October 28-31, 2024	7 am – 7 pm
November 1, 2024	7 am – 7 pm

Election Day November 5, 2024 - 7:00 am – 7:00 pm

Election Day Polling Locations:

- ❖ These are county-wide vote centers. You may vote at any location regardless of the precinct where you live.

Coryell County Voters

Copperas Cove Civic Center	1206 W. Ave. B	Copperas Cove
Holy Family Catholic Church	1001 Georgetown Rd.	Copperas Cove
Eastside Baptist Church	1202 ML King Jr., BLVD	Copperas Cove
Gatesville Civic Center	303 Veterans Memorial Loop	Gatesville
Evant City Hall	598 E Hwy 84	Evant
Flat Community Center	159 CR 334	Flat
Oglesby Community Center	118 Main St.	Oglesby
Turnersville Community Center	8115 FM 182	Gatesville

Bell County Voters

Bell County Polling Site Locations.

Site #	Polling Site	Address	City	State	Zip Code
1	Belton Nazarene Church	1701 Sparta Road	Belton	TX	76513
2	North Belton Annex	1605 N. Main Street	Belton	TX	76513
3	Belton Senior Center	842 S. Mitchell Street	Belton	TX	76513
4	Morgan's Point Event Center (New Site) (EV)	60 Morgan's Point Blvd	Morgan's Point Resort	TX	76513
5	Bliss Community Center	109 S. Evans Street	Little River Academy	TX	76554
6	Liberty Christian Center	4107 Westcliff Road	Killeen	TX	76543
7	Bartlett City Hall	140 W. Clark Street	Bartlett	TX	76511
8	First Baptist Church Holland	506 Dixie Drive	Holland	TX	76534
9	Christian House of Prayer	3300 E. Stan Schlueter Loop	Killeen	TX	76542
10	Nolanville City Hall	101 N. 5th Street	Nolanville	TX	76559
11	Belton Annex (EV)	550 E. 2nd Avenue	Belton	TX	76513
12	VPW Post 3892	201 VFW Drive	Harker Heights	TX	76548
13	Harker Heights Parks & Recreation Center (EV)	307 Millers Crossing	Harker Heights	TX	76548
14	Salado Church of Christ Activities Center (EV)	217 N. Stagecoach	Salado	TX	76571
15	Lakeview Baptist Church	7717 HWY 317	Belton	TX	76513
16	Jackson Professional Learning Center (EV)	902 Rev R A Ambercrombie Drive	Killeen	TX	76543
17	Killeen Senior Center @ Lions Club Park (EV)	1700 E. Stan Schlueter Loop	Killeen	TX	76542
18	Grace Christian Center	1401 E. Elms Road	Killeen	TX	76542
19	St. Paul Chong Hasang Catholic Church	1000 E. FM 2410	Harker Heights	TX	76548
20	First Baptist Church of Trimmier	6405 Chapparral Road	Killeen	TX	76542
21	Troy Community Center	201 E. Main Street	Troy	TX	76579
22	VPW Post 1820	3302 Airport Road	Temple	TX	76504
23	Northside Church of Christ	3401 N. 3rd Street	Temple	TX	76501
24	House of Hope Outreach	5625 E. US Hwy 190	Temple	TX	76502
25	Cross Church on Birdcreek	2202 Birdcreek Drive	Temple	TX	76502
26	Immanuel Baptist Church	1401 W. Central Avenue	Temple	TX	76504
27	Temple ISD Admin Building (New Site) (EV)	401 Santa Fe Way	Temple	TX	76501
28	Temple College	130 E Marvin R Felder Drive	Temple	TX	76501
29	Grace Temple Ministries	801 S. 13th Street	Temple	TX	76504
30	St. Joseph Catholic Church Fellowship Hall	20220 FM 485	Burlington	TX	76519
31	First Baptist Church of Moffat	13929 Moffat Road	Temple	TX	76502
32	First Baptist Church of Rogers	5 Prairie Avenue	Rogers	TX	76569
33	First Church of the Nazarene	5000 S 31st Street	Temple	TX	76502
34	Boys Ranch Road	3275 Boys Ranch Road	Kempner	TX	76539
35	Triple 7 Fire Station	258 Triple 7 Trail	Killeen	TX	76542
36	Killeen Annex (EV)	304 Priest Drive	Killeen	TX	76541
37	Robert M. Shoemaker High School	3302 Clear Creek Road	Killeen	TX	76541
38	Skyline Baptist Church	906 Trimmier Road	Killeen	TX	76541
39	Westside Baptist Church	711 Stagecoach Road	Killeen	TX	76542
40	Killeen Utilities Department	210 W. Avenue C	Killeen	TX	76541
41	The Journey Church (New Site)	5300 Bunny Trail	Killeen	TX	76549
42	Sugar Loaf Elementary School	1517 Barbara Lane	Killeen	TX	76549

Applications for ballot by mail shall be mailed to:

For: **Coryell County**
Coryell County: Justin Carothers
P.O. Box 6
Gatesville, TX 76528
254-248-3144
E-mail: tac@coryelltax.com

For: **Bell County**
Bell County: Dr. Desi Roberts
P.O. Box 1629
Belton, TX 76513
254-933-5780
E-mail: desi.roberts@bellcounty.texas.gov

Applications for ballots by mail must be received no later than the close of business on **October 25, 2024.**

Issued this 13th day of August 2024

Signature of Presiding Officer

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Instruction Note: A copy of this election order must be delivered to the County Clerk/Elections Administrator and Voter Registrar not later than 60 days before Election Day.



ORDEN DE ELECCIÓN PARA LA JUNTA DE REGENTES DE COPPERAS COVE ISD

Por la presente se ordena que se llevará a cabo una elección el 5 de noviembre 2024 con el propósito de:
Regentes por puestos designado como
número 1 (actualmente Inez Faison) – un término complete de tres años
número 2 (actualmente S. Ann Davis) – un término complete de tres años

Solicitudes para un lugar en la boleta serán presentadas por: **5:00 p.m., el 19 de Agosto, 2024**
La votación adelantada en persona se llevará a cabo:

> Para Votantes del Condado de Coryell <

Copperas Cove Early Voting Center

508 B Cove Terrace Shopping Center
Copperas, Cove TX 76522

Gatesville Main St. Annex

800 E Main St, Ste B
Gatesville, TX 76528

octubre 21-25, 2024	8 am – 5 pm
octubre 26, 2024	7 am – 7 pm
octubre 27, 2024	11 am -5 pm
octubre 28-31, 2024	7 am – 7 pm
noviembre 1, 2024	7 am – 7 pm

> Para Votantes del Condado de Bell <

Belton - Bell County Belton Annex,
550 East 2nd Ave Belton, TX 76513

Killeen - Bell County Annex, 304
Priest Drive Killeen, TX 76541

Killeen - Jackson Professional Learning Center, 902 Rev R A
Abercrombie Dr. Killeen, TX 76543

Killeen - Senior Center @ Lions Club Park, 1700 E. Stan
Schlueter Loop, Killeen, TX 76542

Temple - Temple ISD Admin Building, 401 Santa Fe Way, Temple,
TX 76501

Salado - Salado Church of Christ,
217 North Stagecoach, Salado, TX
76571

Harker Heights - Parks & Recreation Center, 307 Millers Crossing, HH, TX
76548

Morgan's Point Event Center, 60
Morgan's Point Blvd Morgan's Point
Resort TX 76513

octubre 21-25, 2024	8 am – 5 pm
octubre 26, 2024	7 am – 7 pm
octubre 27, 2024	12 pm -6 pm
octubre 28-31, 2024	7 am – 7 pm
noviembre 1, 2024	7 am – 7 pm

Día de votación 11/05/2024 7:00 am – 7:00 pm

Sitio:

Estos son centros de votación en todo el condado. Puede votar en cualquier lugar, independientemente del precinto donde viva.

Votantes del Condado de Coryell

Copperas Cove Civic Center	1206 W. Ave. B	Copperas Cove
Holy Family Catholic Church	1001 Georgetown Rd.	Copperas Cove
Eastside Baptist Church	1202 ML King Jr., BLVD	Copperas Cove
Gatesville Civic Center	303 Veterans Memorial Loop	Gatesville
Evant City Hall	598 E Hwy 84	Evant
Flat Community Center	159 CR 334	Flat
Oglesby Community Center	118 Main St.	Oglesby
Turnersville Community Center	8115 FM 182	Gatesville

Votantes del Condado de Bell

Bell County Polling Site Locations.

Site #	Polling Site	Address	City	State	Zip Code
1	Belton Nazarene Church	1701 Sparta Road	Belton	TX	76513
2	North Belton Annex	1605 N. Main Street	Belton	TX	76513
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4	Morgan's Point Event Center (New Site) (EV)	60 Morgan's Point Blvd	Morgan's Point Resort	TX	76513
5	Bliss Community Center	109 S. Evans Street	Little River Academy	TX	76554
6	Liberty Christian Center	4107 Westcliff Road	Killeen	TX	76543
7	Bartlett City Hall	140 W. Clark Street	Bartlett	TX	76511
8	First Baptist Church Holland	506 Dixie Drive	Holland	TX	76534
9	Christian House of Prayer	3300 E. Stan Schlueter Loop	Killeen	TX	76542
10	Nolanville City Hall	101 N. 5th Street	Nolanville	TX	76559
11	Belton Annex (EV)	550 E. 2nd Avenue	Belton	TX	76513
12	FWV Post 3892	201 VFW Drive	Harker Heights	TX	76548
13	Harker Heights Parks & Recreation Center (EV)	307 Millers Crossing	Harker Heights	TX	76548
14	Salado Church of Christ Activities Center (EV)	217 N. Stagecoach	Salado	TX	76571
15	Lakeview Baptist Church	7717 HWY 317	Belton	TX	76513
16	Jackson Professional Learning Center (EV)	902 Rev R A Ambercrombie Drive	Killeen	TX	76543
17	Killeen Senior Center @ Lions Club Park (EV)	1700 E. Stan Schlueter Loop	Killeen	TX	76542
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20	First Baptist Church of Trimmier	6405 Chapparral Road	Killeen	TX	76542
21	Troy Community Center	201 E. Main Street	Troy	TX	76579
22	FWV Post 1820	3302 Airport Road	Temple	TX	76504
23	Northside Church of Christ	3401 N. 3rd Street	Temple	TX	76501
24	House of Hope Outreach	5625 E. US Hwy 190	Temple	TX	76502
25	Cross Church on Birdcreek	2202 Birdcreek Drive	Temple	TX	76502
26	Immanuel Baptist Church	1401 W. Central Avenue	Temple	TX	76504
27	Temple ISD Admin Building (New Site) (EV)	401 Santa Fe Way	Temple	TX	76501
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41	The Journey Church (New Site)	5300 Bunny Trail	Killeen	TX	76549
42	Sugar Loaf Elementary School	1517 Barbara Lane	Killeen	TX	76549

Las solicitudes para boletas que se votarán en ausencia por correo deberán enviarse a:

Por Condado de Coryell:

Coryell County: Justin Carothers

P.O. Box 6

Gatesville, TX 76528

E-mail: tac@coryelltax.com

mail: desi.roberts@bellcounty.texas.gov

Por Condado de Bell:

Bell County: Dr. Desi Roberts

P.O. Box 1629

Belton, TX 76513

E-

*Las solicitudes para boletas que se votarán en ausencia por correo deberán recibirse para el fin de las horas de negocio el **25 de octubre 2024**.*

Emitido este día 13 de agosto 2024

Firma del Oficial que Preside

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Nota de instrucción: Se deberá entregar una copia de esta orden de elección al/a la Secretario(a) del Condado/Administrador(a) de Elecciones y el/la Registrador(a) de Votantes a más tardar 60 días antes del día de elección.



Deadlines for November 5, 2024 School District Trustee Elections

Published online in [TASB School Law eSource](#)

This memo provides important dates and deadlines applicable to school districts preparing for the November 5, 2024 trustee election. TASB Policy BBB series contains specific information regarding a district's election procedures. Additional election resources are available at [TASB School Law eSource](#), and on the Secretary of State [Elections Division website](#).

Most of the dates below pertain to a general trustee election. Deadlines for a special election to fill a trustee vacancy may vary from a general trustee election. Some special election dates are included, but a district holding a special election should contact the Elections Division, TASB Legal Services, or the district's school attorney for answers to more specific questions.

Deadlines and requirements for voter-approval tax rate elections (VATREs) or bond elections also may be different. Bond elections are addressed in TASB Policy CCA, and VATREs are addressed in TASB Policy CCG. For more information on VATREs, see [TASB School Law eSource](#).

Campaign finance deadlines are not included below but may be obtained from the [Texas Ethics Commission](#).

The Elections Division provides a comprehensive [election law calendar](#) for each uniform election date. The most important general election dates for school districts are as follows:

- **Thursday, June 20, 2024:** Deadline to post notice of candidate application filing period.
**Note: The notice must designate an email address that can be used for the purpose of filing an application for a place on the ballot.*
- **Saturday, July 20, 2024:** First day to file an application for a place on the general election ballot or declaration of write-in candidacy for the general election.
Note: Filing may begin before the board orders a **general election. School districts are required to make applications available for potential candidates. The Elections Division prescribes the [Application for a Place on the Ballot for a General Election for a City, School District or Other Political Subdivision](#) (Form 2-49) and the [Declaration of Write-In Candidacy](#) (Form 2-55).*
**Note: Documents may be filed by email to the designated email address, in addition to personal delivery, mail, fax, or any other method of transmission.*
- **Wednesday, August 7, 2024:** Deadline to file with the Secretary of State regarding an exemption from the accessible voting system requirement. For more information, see [Elections Division Advisory No. 2024-13](#).

- **Friday, August 16, 2024:** If a candidate dies on or before this date, the candidate’s name shall be omitted from the ballot.

Note: If a candidate dies after this date, but on or before the deadline for filing an application for a place on the ballot, the authority responsible for preparing the ballot **may omit the candidate’s name from the ballot. If the authority does choose to omit the candidate’s name from the ballot due to the candidate’s death after August 16, 2024, the deadline for filing an application for a place on the ballot is extended to the fifth day after the filing deadline, Saturday, August 24, 2024. Because the extended deadline for filing an application for a place on the ballot falls on a weekend, it is extended to the next regular business day, Monday, August 26, 2024. If the deadline is extended, the Notice of Candidate Filing Period will need to be updated. This extended deadline only applies to the regular filing deadline. It DOES NOT apply to the write-in candidacy deadline.*

- **Monday, August 19, 2024:**

- Deadline to order the November general election. The Elections Division offers a sample [Order of General Election for Other Subdivisions \(Form 1-3\)](#).
- Deadline to order a special election on a measure (such as a bond election or VATRE) or to fill a vacancy. The Elections Division offers a sample [Order of Special Election for Other Political Subdivisions \(Form 1-9\)](#).

Note: An application for a place on a special election ballot may **not be filed before the election is ordered. The election order must include the filing deadline. The Elections Division recommends posting notice of the filing period as soon as practicable after the special election is ordered.*

- Deadline to file an application for a place on the general election ballot (5:00 p.m.).

**Note: The Elections Division strongly recommends that someone be available to accept filings on the filing deadline, especially from 2:00-5:00 pm.*

- Recommended date to appoint presiding and alternate judges; presiding judges and alternates must be given written [notice of appointment](#) not later than the 20th day after appointment.

- **Thursday, August 22, 2024:**

- Deadline to file an application for a place on the ballot or a [declaration of write-in candidacy](#) in a special election to fill a vacancy (6:00 pm).
- First day to post [Notice of Drawing for Place on the Ballot](#) if the drawing will be conducted on August 26, 2024. Notice of the date, time, and place of the ballot drawing must be posted continuously for 72 hours immediately preceding the scheduled time of the drawing. The district may provide written notice at the time the candidate files an application. If the district does not provide written notice at the time of filing, the district must provide notice of the drawing to each candidate by one of the following methods:

1. written notice mailed to the candidate not later than the fourth day before the drawing or provided at the time the candidate files an application;

2. telephone, if a telephone number is provided on the candidate's application; or
3. email, if an email address is provided on the candidate's application.

– **Friday, August 23, 2024:**

- Deadline to file [declaration of write-in candidacy](#) in the general election (5:00 pm).
- Last day to post Notice of Drawing for Place on the Ballot if the drawing will be conducted on August 26, 2024.

– **Monday, August 26, 2024:**

- Last day a candidate may withdraw from a general election by submitting a [Certificate of Withdrawal](#) or notarized letter. If a candidate withdraws or is declared ineligible by this date, the candidate's name is omitted from the ballot. Texas Election Code section 145.098 allows withdrawal after the deadline under limited circumstances.
- Recommended deadline to hold drawing to determine order of candidates' names on the ballot.
**Note: The Elections Division recommends that a district provide ballot proofs to candidates following the ballot draw to verify accuracy of their names, positions sought, and order of names.*
- Recommended first day an unopposed election may be cancelled if requirements are satisfied. The Election Division's [Cancellation of Election](#) outline provides more information about this process, and the Elections Division offers a [Certification of Unopposed Candidates](#) and a sample [Order of Cancellation](#).

– **Tuesday, August 27, 2024:** Last day a candidate may withdraw from a special election by submitting a [Certificate of Withdrawal](#) or a notarized letter. If a candidate withdraws or is declared ineligible by this date, the candidate's name is omitted from the ballot.

– **Friday, September 6, 2024:** Deadline to deliver notice of the election to the county election officer and voter registrar for each county in which the district is located.

– **Monday, September 16, 2024:** Deadline to challenge an application for a place on the ballot as to form, content, and procedure.

Note: An application may not be challenged as to form, content, or procedure after the day **before any ballot to be voted early by mail is mailed. For more information on reviewing applications and the process for declaring candidates ineligible, see Elections Division guidance regarding [candidacy filing](#).*

– **Monday, September 16 - Sunday, December 15, 2024:** Mandatory office hours. A district must keep the office open for election duties for at least three hours each day, during regular office hours, on days when the district's main office is regularly open for business. Thus, a district may be closed during this period for a school holiday, even if it is not a state or national holiday.

**Note: Office hours for a special election begin the third day after the election is ordered.*

- **Sunday, October 6 - Saturday, October 26, 2024:** Period in which to publish notice of the election in a newspaper of general circulation.

**Note: School districts are required to publish notice in a local newspaper in addition to giving notice by other methods. School districts also must publish notice of the election on the district website, if the district maintains a website. For more information on notice requirements, see Note 8 in the Elections Division’s election law calendar. The Elections Division provides a sample [Notice of General Election \(Form 1-15\)](#) and [Notice of Special Election \(Form 1-16\)](#).*

In addition, the Elections Division strongly recommends that a district post on its website the [Notice of Voting Order Priority](#) for voters with mobility problems under Texas Election Code section 63.0015. For more information on accepting voters with certain disabilities, see note 15 in the Elections Division’s election law calendar.

Additional notice requirements apply to a bond election.

- **Monday, October 7, 2024:** Last day to register to vote or make a change of address effective for the November election.
- **Tuesday, October 15, 2024:**

- Deadline to post notice of election on bulletin board used for posting board meeting notices. A [Record of Posting Notice of Election](#) should be completed at the time of posting.

**Note: The county must post a copy of a notice of election provided by a district under Texas Election Code section 4.008(a) on the county’s website.*

- Deadline to post additional information on the district website:
 1. The date of the election;
 2. The location of each polling place;
 3. Each candidate for an elected office on the ballot; and
 4. Each measure on the ballot.
- For bond elections, this is the deadline for a district to post its bond election order in three public places in the district and the first day a district must post the election order along with the notice of the election, the contents of the proposition, and any sample ballot prepared for the election prominently on its website. Consult bond counsel for additional specific guidance.

- **Monday, October 21, 2024:** First day to vote early in person.

Note: School districts are **required to be open during the entire early voting period, except on state or national holidays. This differs from the requirements for mandatory office hours, discussed above.*

- **Friday, November 1, 2024:** Last day to vote early in person.
- **Monday, November 4, 2024:** Deadline to post the requirements and deadline for filing for candidacy for school board trustee for the November 4, 2025 general election.

- **Tuesday, November 5, 2024:** Election Day. Polling places must be open from 7:00 am to 7:00 pm.
- **Friday, November 8 - Tuesday, November 19, 2024:** Canvassing period.

**Note: The canvass may not be conducted until the early voting ballot board (EVBB) has verified and counted all provisional ballots, if any, AND all timely-received ballots by mail.*

For more information on the EVBB, see the Elections Division's [EVBB Handbook](#). If a district cancelled its election, this is the first day the newly elected (unopposed) candidates may be issued a certificate of election and take the oath of office.

- **As soon as practicable after the election:** Post additional information on the district website:
 - Results of each election
 - Total number of votes cast
 - Total number of votes cast for each candidate or for or against each measure
 - Total number of votes cast by personal appearance on election day
 - Total number of votes cast by personal appearance or mail during the early voting period
 - Total number of counted and uncounted provisional ballots cast

**Note: The Elections Division recommends that the election results information remain posted on the school district's main page (or within two clicks of the main page) at least until the next election, and that the information continues to be available for the full 22-month retention period for election records.*

- **Wednesday, November 20, 2024:** Deadline to make election records from the election available in electronic format for a fee of no more than \$50.00.

**Note: The general custodian of election records must make images of voted ballots and cast vote records available for public inspection on the first day after the final canvass of an election is completed.*

For additional information on post-election procedures, see TASB Legal Services' [After the School Board Election](#). In addition, the Elections Division issues an election advisory regarding post-election procedures and qualifying for office after each election.

This document is provided for educational purposes and contains information to facilitate a general understanding of the law. References to judicial or other official proceedings are intended to be a fair and impartial account of public records, which may contain allegations that are not true. This publication is not an exhaustive treatment of the law, nor is it intended to substitute for the advice of an attorney. Consult your own attorney to apply these legal principles to specific fact situations.

Published June 2024



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

Official Delegate Designation Form

Please note:

- Only board members of TASB Active Members (public schools and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>).
- This year the handbook will be distributed electronically at least 20 days prior to the Delegate Assembly. Hard copies of the handbooks will be available in advance by request and on-site. After August 19, credential materials (button and ribbon) will need to be picked up on-site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

Alternate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

Name of school district: _____

County-district number: _____ **TASB (ESC) region number:** _____

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2024 TASB Delegate Assembly in San Antonio, Texas, on September 28, 2024 (as provided by the TASB Bylaws).

Board president's signature: _____ Date: _____



Texas Association of School Boards
Attn: Michael Pennant
P.O. Box 400
Austin, Texas 78767-0400
Fax: 512.467.3554

Questions? Contact Michael Pennant at 800.580.8272 or michael.pennant@tasb.org.



Board of Trustees

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Contract for Communities In Schools Student Support Services 2024-25 School Year

TEA administers the Communities In Schools (CIS) program in accordance with the Texas Education Code §33.152 and provides guidance to local CIS programs for implementation of programs statewide based on a model designed for Texas.

The primary goals of CIS are to help students who demonstrate early warning signs for dropping out of school, to improve in academics, attendance, and/or behavior and, ultimately, to stay in school and graduate.

Parties to Contract

This contract is entered into by and between the **Copperas Cove Independent School District**, hereinafter referred to as “District”, and **Communities In Schools of Greater Central Texas, Inc.**, a 501(c)3 non-profit organization, hereinafter referred to as “CIS”.

The Parties agree to enter into a cooperative effort to provide school-based support services to at-risk students and their families.

In support of this contract, CIS shall:

1. Fully implement and adhere to CIS program requirements on each campus served by CIS, in accordance with the guidance provided by the Texas Education Agency which has established rules and procedures for the operation of the program.
2. Provide overall management and supervision of CIS programs and employees on named District campuses. CIS employees assigned to District campuses are responsible for developing, implementing, and managing the CIS program and activities under the direction of the CIS Executive Director and the CIS Board of Directors. While CIS employees are an additional resource and support to the campus, TEA requirements as well as CIS responsibilities restrict them from accepting additional duties generally fulfilled by District employees (administrative, clerical, substitute teacher, or otherwise). However, CIS staff are willing to show their support by assisting the campus in other ways.
3. Follow the calendar of the assigned District. All CIS employees are classified by the U.S. Department of Labor and the Texas Workforce Commission as non-exempt. No CIS employee may work overtime (more than 40 hours per week) without the prior and expressed authorization from the CIS Executive Director.
4. Develop and provide the principal of the assigned campus with a CIS Campus Plan. The CIS Campus Plan is an annual, formal written agreement developed by CIS and signed by the principal, which contains all the information, requirements, standards, processes, and forms necessary to develop a plan that reflects the service needs of a campus and its students, as well as all of the services that will be provided to students and their families. The CIS Campus Plan includes an Agreement which addresses the role of CIS in the Campus Improvement Plan, the access to student records that CIS will have, the sharing of student data, CIS responsibilities, school responsibilities, reporting of data, and any other issues critical to the success of the CIS program.

5. Implement the Texas Education Agency’s Case Management Model utilizing the full array of the following six (6) component services to meet the diverse needs of CIS students and their families:
 - Supportive Guidance and Counseling
 - Health & Human Services
 - Academic Support
 - Enrichment Activities
 - Parent and Family Engagement
 - Career and College Readiness
6. Provide multidisciplinary case management for students and coordinate the resources of the community to benefit students and families. Per TEA requirements, each full-time CIS Site Coordinator is required to case manage no more than 100 at-risk students.
7. Ensure the integrity of the CIS program service delivery initiatives by providing training and support (managerial, administrative, logistical and technical) to all CIS staff assigned to District campuses.
8. Provide periodic progress reports to the District’s CIS Board Representative as well an annual report of program outcomes.
9. Safeguard all student data and information according to TEA policy for CIS programs as well as federal and state laws, specifically FERPA, HIPPA, and HB300.

In support of this contract, the District shall:

1. Facilitate and support the implementation and adherence to CIS program requirements on each campus served by CIS.
2. Identify CIS as a Contract Provider and ‘School Official’ who will be granted access to student data and listed in the District’s FERPA notification to parents, i.e.; “Code of Conduct Book”, “Student Handbook”, etc. By being designated as a ‘school official’ by the district, CIS staff will be allowed access to FERPA-protected student information from the district such as school records, test scores, attendance, free/reduced lunch status, at-risk list, public assistance status, and grades, prior to a signed Texas Education Agency Parent Consent and Release of Information form.
3. Allow CIS Staff to obtain written parental consent to render services using the official Texas Education Agency Parent Consent and Release of Information forms.
4. Allow CIS, in the absence of written parental consent, but acting at the request and on behalf of the District/Campus, access to student information in order to provide services. This allows the local CIS program to provide crisis type services, at the request of a school official, for up to 7 days, until a signed Parental Consent-Release of Information (PC-ROI) form is obtained.
5. Include CIS as a partner in addressing dropout issues and is so written into the District and Campus Improvement Plans (note: TEA requires that CIS be included in the District and Campus Improvement Plans).
6. Provide each CIS Staff with office space, to include: a computer with internet and District software programs access (to facilitate communication and student data retrieval), office furniture, phone, printer/access to a printer, janitorial services, maintenance/repair, and utilities.

CIS Support Services will be provided by 10 full-time professional staff at the following 10 campuses in

Copperas Cove/Crossroads High Schools	2 FTE's	Williams / Ledger Elementary School	1 FTE
Copperas Cove Jr. High School	1 FTE	Halstead Elementary School	1 FTE
S. C. Lee Jr. High School	1 FTE	Parsons / Clements Elementary School	1 FTE
Martin Walker Elementary School	1 FTE	House Creek Elementary School	1 FTE
Fairview / Jewell Elementary School	1 FTE		

Total cost for the CIS Support Services in Copperas Cove ISD for 2024-25 - \$426,144 of which:

- CIS agrees to pay \$218,269
- CCISD agrees to pay \$207,875

Timeline: **June 28, 2024: This signed contract due to CIS** - email to michael.deweese@cis-tx.org or mail to Communities In Schools, 4520 E. Central Texas Expressway, Suite 106, Killeen, Texas 76543
Aug. 9, 2024: CIS to send invoice to ISD
Sep. 13, 2024: CCISD payment of \$207,875 due to CIS

IN CONSIDERATION OF THE FOREGOING TERMS AND CONDITIONS, the parties have caused this contract to be executed by duly authorized representatives of the Parties on the date as set forth below.

Copperas Cove Independent School District

 Authorized Representative (Printed Name and Position)

 Signature

 Date

 Attest (Printed Name and Position)

 Signature

 Date

Communities In Schools of Greater Central Texas, Inc.

Michael Dewees – Executive Director

 Authorized Representative (Printed Name and Position)

 Signature

 Date

Sharise Moody – Director of Finance

 Attest (Printed Name and Position)

 Signature

 Date



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

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Contact Person

E-Mail Address

ARMED SERVICES YMCA KILLEEN AND COPPERAS COVE ISD
BEFORE & AFTER SCHOOL AGREEMENT

This agreement is made the ____ day of _____ 20____, by and between Copperas Cove Independent School District (CCISD) and the Armed Services YMCA Killeen (ASYMCA) for the purposes,

WHEREAS, a need has been identified in the CCISD for a day care program; and

WHEREAS, the ASYMCA has proposed a method of fulfilling those needs; and

WHEREAS, students and parents in the CCISD would benefit from such a day care program;

NOW THEREFORE, the CCISD and the ASYMCA agree as follows:

I. PROGRAM

- A. The ASYMCA shall sponsor, conduct, and provide, and the CCISD shall allow and cooperate in the provisions of a Before School and an After School Care program at all CCISD Elementary Facilities.
- B. After School Care: In consideration for the ASYMCA's provision of the services, the CCISD hereby waives all fees from the ASYMCA during the times the After School Day Care program is conducted at the CCISD Facilities.

II. HOURS

- A. After-School Care: The After-School Day Care program shall be conducted at the aforementioned CCISD facilities each school day between the time that school is dismissed and 6:00pm. The program shall continue until 6:30pm each day if five (5) or more children at a facility will remain until 6:30pm.
- B. Before-School Care: The Before-School Day Care program shall be conducted at the aforementioned CCISD facilities each school day between 6:00am and the time that school begins.
- C. The ASYMCA shall be responsible for securing all areas used at each facility at closing each day that the day care program is held at a CCISD facility.
- D. The ASYMCA shall provide the following equipment, services, and/or facilities, if necessary:
 - 1. Movable storage unit (s)
 - 2. Custodial Services
 - 3. Building Security

- E. The CCISD shall designate an area in each facility for the placement of the ASYMCA provided equipment and/or facilities.

III. HOLIDAYS

Programs sponsored and conducted for the day care program participants during school holidays and during the summer months shall be held at locations other than the CCISD facilities unless previously scheduled and approved by the campus principal or designee.

IV. CHILDCARE FEE

- A. The ASYMCA shall be responsible for the cost, charge or collection of any fees for participation in the ASYMCA childcare programs and shall be responsible for the granting or denial of full or partial fee waivers.
- B. The CCISD shall not be responsible for the cost, charge, or collection of any fees for participation in the childcare program, nor shall the CCISD be responsible for the granting or denial of full or partial fee waivers.

V. AVAILABLE SPACE

A. The spaces to be used by the ASYMCA for providing childcare services shall be as agreed to by the ASYMCA and the Principal at each facility. In the event that the ASYMCA and the facility Principal are unable to agree, the Principal shall determine the space to be used by the ASYMCA, provided however, the following areas of the specified CCISD facilities shall be included in the space made available to the ASYMA during the program hours of the childcare program:

1. Outdoor Play Area
2. Indoor program area which shall include space for table activities and interest centers
3. Restroom Facilities
4. Water Fountains
5. Storage Space (if available)
6. Telephone Line Access (to be paid by the ASYMCA)
7. Flow Area between Above-Specified Spaces

B. The CCISD reserves the right to utilize the foregoing areas, for either school purposes or for other childcare programs and the ASYMCA understands that this agreement does not constitute an exclusive license to the ASYMCA for the use of said areas.

C. The ASYMCA shall be responsible for keeping the available areas in a neat and orderly condition, and shall replace, at the expense of the ASYMCA, any damaged equipment or any damage to a CCISD facility because of the negligence of the ASYMCA.

D. The ASYMCA shall be responsible for securing all areas used at each facility at closing each day that the childcare program is held at a CCISD facility.

E. The ASYMCA shall provide the following equipment, services, and/or facilities, if necessary:

1. Moveable Storage Unit (s)
2. Custodial Services
3. Building Security

F. The CCISD shall designate an area in each facility for the placement of the ASYMCA provided equipment and/or supplies.

VI. COSTS

- A. The ASYMCA shall bear all costs associated with initiation and provision of the day care program, including, without limitation, the cost of obtaining necessary licenses, materials, and staff.
- B. The ASYMCA shall pay for the installation of an additional telephone jack at each facility and shall provide a telephone to be used only at the direction of the ASYMCA. The location of the telephone jack at each facility shall be designated by the Principal at each facility.

VII. STANDARDS AND LICENSING

Each day care program at each specified site shall be licensed by the Texas Department of Protective Services (TDPRS) as a licensed day care center. The ASYMCA shall initiate and proceed with the application process and all other procedures necessary to obtain licensing by the TDPRS. The Principal of each CCISD facility participating in the day care program shall cooperate with the ASYMCA in the licensing process by providing documents and information necessary to secure licensing. The ASYMCA shall adhere to all licensing requirements and regulations. In accordance with Senate Bill 9, all employees of the ASYMCA are required to submit to a national criminal background fingerprint check prior to employment.

VIII. STUDENTS

A. PARTICIPATION

1. Each student participating in the day care program shall participate at the CCISD facility at which the student normally attends school, unless specifically designated otherwise. The CCISD shall not be responsible for transporting participating students from one CCISD facility to another CCISD facility.
2. The number of students permitted to participate in the day care program at each facility may be limited by the TDPRS licensed space allotted. Access to the day care program shall in no event be denied because of race, color, sex, national origin, or handicapping condition.

3. Each student's participation in the day care program shall be completely voluntary. Neither the CCISD nor the ASYMCA shall coerce parents or students to participate in the program.

B. DAILY RESPONSIBILITIES

1. The ASYMCA shall take complete charge of the students participating in the program upon the students' arrival at the day care area.

2. The ASYMCA shall abide by and shall enforce standard school rules, including, without limitation, rules requiring walking in the halls and keeping the facilities clean. The ASYMCA shall also establish rules for behavior for students participating in the day care program.

3. The ASYMCA shall take attendance each day of the program

4. The ASYMCA shall keep all students participating in the day care program in the areas designated unless such students are accompanied by staff.

IX. PROMOTION AND PUBLIC RELATIONS

A. The ASYMCA shall be responsible for promoting the day care program and recruiting students to participate in the program. The CCISD shall assist the ASYMCA by allowing information to be distributed through the schools. All distributed information shall specify that the CCISD is neither sponsoring nor operating the program and that the CCISD is not responsible for the care of treatment of the students participating in the program.

B. The ASYMCA shall contact parents of students as necessary and shall encourage parent involvement.

C. The ASYMCA shall hold conferences with each Principal on a regular basis to discuss progress, success, and any problems in the program.

X. STAFF

Training, supervision, and compensation of all staff participating in the ASYMCA program shall be the sole responsibility of the ASYMCA.

XI. INSURANCE AND INDEMNIFICATION

A. During the term of the Agreement, and any extensions thereof, the ASYMCA shall maintain comprehensive general liability insurance in the amount of two million dollars (\$2,000,000). Prior to the initiation of the daycare program, the ASYMCA shall furnish the CCISD with a

valid current certificate of insurance evidencing the above by a company or companies with a rating of not less than B+ in the last available Best Rating Guide. All such policies shall include clauses whereby each underwriter agrees to waive its rights of subrogation against the CCISD. The limits of liability shown for each type of insurance coverage to be provided by the ASYMCA pursuant hereto shall not be deemed to constitute a limitation of the ASYMCA's liability for claims hereunder or otherwise.

B. To the fullest extent permitted by law, the ASYMCA shall indemnify, defend and hold harmless the CCISD, its' trustees, officers, employees, representatives and agents from and against all suits, demands, claims, causes of action, damages, losses, costs and expenses (including legal fees and court costs) caused by, resulting from, arising out of injury or death to employees, students, or other persons, even though such loss, cost, damage, injury, claim, demand, suit or expense may be attributable to the joint, concurrent, comparative, or contributory negligence of any party indemnified hereby. The liability of the AYSMCA, its agents, servants, employees, or sub-contractors hereunder shall not be limited to any minimum insurance limits set forth in the agreement. The CCISD may, at its option, participate in the defense of such claim or suit without relieving the ASYMCA of any obligation hereunder. Such obligation shall not be construed to negate, abridge, or reduce any other rights or obligations of indemnity which would otherwise exist as to any party or person described in this paragraph.

XII. TERM OF AGREEMENT

This agreement shall begin on the day set forth above and shall expire on the last school day of the 2024/2025 School Year, at which time the parties may extend or renegotiate the agreement by mutual consent.

XIII. MODIFICAITONS

This agreement may be modified by written approval of the Killeen Independent School District Board of Trustees, or its designee.

XIV. ENTIRE AGREEMENT

This document is the Final Agreement of the parties hereto. There are no representatives or promises between the parties other than those set out herein.

XV. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.

XVI. MULTIPLE ORIGINALS

This Agreement may be executed in a number of identical counter parts, each of which shall be deemed an original for all purposes.

XVII. AUTHORITY

The undersigned warrants that he or she is duly authorized to execute this Agreement on behalf of the entity named.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement on the dates stated.

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

By: _____ Date: _____
Dr. Joe Burns, Superintendent

ARMED SERVICES YMCA KILLEEN

By: _____ Date: _____
Sheri Yerrington, Executive Director



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

3. Facility space will remain under the control of CCISD as owner of the facility.
4. The Boys & Girls Clubs of Central Texas acknowledge that the space requirements of CCISD will supersede the space needs of the Boys & Girls Clubs of Central Texas. The Boys & Girls Clubs of Central Texas personnel will work with the campus administrators at each school site to obtain alternative space when displaced from regularly assigned areas.
5. Funding for this project is being provided in part by the US Army's Army Youth Programs in Your Neighborhood (AYPYN). Club services will be provided free of charge to all participating students. Membership must adhere to all rules and guidelines set forth by the Boys & Girls Clubs of Central Texas.

III. GENERAL GUIDELINES FOR JOINT USE

- A. CCISD will make space and grounds available for use by the Boys & Girls Clubs of Central Texas after the scheduling requirements of its own programs have been met.
- B. The Boys & Girls Clubs of Central Texas will provide after-school programs and activities during hours as determined by CCISD, Monday through Friday during the school year.
- C. The goal of the Boys & Girls Clubs of Central Texas will be to maintain program continuity, giving adequate notification of scheduling changes or facility use to allow completion of a program cycle, and where necessary, to relocate programming. When possible, CCISD will assist the Boys & Girls Clubs of Central Texas in locating alternative program space.
- D. The Boys & Girls Clubs of Central Texas will be responsible for all equipment and will cooperate in expediting the repair of any damages that may occur as a result of scheduled programs.
- E. Where possible, the Boys & Girls Clubs of Central Texas will pursue opportunities to develop and improve joint use facilities and equipment used to support programs of both organizations.

IV. ANNUAL JOINT USE SCHEDULING CONFIRMATION PROCESS

This Agreement seeks to provide a framework and administrative support for collaboration between CCISD assigned staff and the Boys & Girls Clubs of Central Texas assigned staff.

- A. Joint use scheduling process: The Boys & Girls Clubs of Central Texas assigned staff will schedule meetings with campus administrators to discuss scheduling needs as required. The Unit Director will submit a programming schedule to the designated campus administrator each quarter.
- B. Staff Training: All Boys & Girls Clubs of Central Texas key personnel who are involved in the implementation of this agreement are required to participate in an orientation, as well as complete ongoing training. Bi-monthly staff meetings and training opportunities will be provided to all staff working within this program.
- C. Staff Screening: All Boys & Girls Clubs of Central Texas employees are required to pass a drug test and a national FBI fingerprint and criminal history background check prior to working with children. Boys & Girls Clubs of Central Texas agrees to provide an affidavit of compliance to Copperas Cove ISD upon request.

V. **PROCEDURES FOR MANAGING JOINT USE OF FACILITIES**

- A. The Boys & Girls Clubs of Central Texas will provide oversight and direct Supervision for all staff employed by the Boys & Girls Clubs of Central Texas and affiliated with the after school programs operated by Boys & Girls Clubs Central Texas at the campuses listed in Para II. D(1). All staff employed by the Boys & Girls Clubs of Central Texas will be the responsibility of the Boys & Girls Clubs of Central Texas.
- B. All Boys & Girls Clubs of Central Texas programs will provide adequate supervision by adults, age 18 and above, trained in emergency procedures specified by Boys & Girls Clubs of Central Texas. Additional pertinent safety training will be provided to staff if a need is identified and training is deemed necessary by both organizations. Boys & Girls Clubs of Central Texas is responsible for all training costs associated with its programs. Staffing will be sufficient to manage all children within the programs operated by the Boys & Girls Clubs of Central Texas.
- C. All joint use spaces will be returned to the condition which preceded use.
- D. The Boys & Girls Clubs of Central Texas will be assigned space for equipment. Storage to be determined by the campus principal or designated campus administrator.
- E. The Boys & Girls Clubs of Central Texas will make restitution for any repair or damage to CCISD property which is found to be a direct result of it's after school program activities.
 - 1. The Unit Director will conduct daily inspections for damages resulting from the Boys & Girls Clubs of Central Texas programming. The campus principal may assign a CCISD staff member to assist with daily inspections for damages.
 - 2. Upon request, the Unit Director will provide a list of all equipment owned and operated by the Boys & Girls Clubs of Central Texas at the relevant campus to the principal or designated campus administrator.

VI. INSURANCE AND INDEMNIFICATION

- A. During the term of the Agreement, and any extensions thereof, the Boys & Girls Clubs of Central Texas shall maintain comprehensive general liability insurance in the amount of two million dollars (\$2,000,000.00). Prior to the initiation of the after school program, the Boys & Girls Clubs of Central Texas shall furnish the CCISD with a valid current certificate of Insurance evidencing the above by a company or companies with a rating of not less than "A" in the last available Best's Rating Guide. All such policies shall include clauses whereby each underwriter agrees to waive its rights of subrogation against the CCISD. The policies shall be endorsed to add the CCISD as an additional insured. The limits of liability shown for each type of insurance coverage to be provided by the Boys & Girls Clubs of Central Texas pursuant hereto shall not be deemed to constitute a limitation of the Boys & Girls Clubs of Central Texas' liability for claims hereunder or otherwise.

- B. To the fullest extent permitted by law, the Boys & Girls Clubs of Central Texas shall indemnify, defend and hold harmless the CCISD, its trustees, officers, employees, representatives and agents, from all suits, demands, claims, causes of action, damages, losses, costs, and expenses (including legal fees and court costs) caused by, resulting from, arising out of injury or death to employees, students, or other persons, even though such loss, cost, damage, injury, claim, demand, suit, or expense may be attributable to the joint, concurrent, comparative, or contributory negligence of any party indemnified hereby. The liability of the Boys & Girls Clubs of Central Texas, its agents, servants, employees, or subcontractors hereunder shall not be limited to any minimum insurance limits set forth in the Agreement. The CCISD may, at its option, participate in the defense of any such claim or suit without relieving the Boys & Girls Clubs of Central Texas of any obligation hereunder. Such obligation shall not be construed to negate, abridge, or reduce any other rights or obligations of indemnity which would otherwise exist as to any party or person described in this paragraph.

VII. ENTIRE AGREEMENT

This agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter of this agreement which is not contained herein shall be binding or valid. This Agreement shall represent the entire agreement by and between the parties, and it may be modified only by mutual agreement of both parties hereto in writing and executed by the authorized representatives of the Boys & Girls Clubs of Central Texas and Copperas Cove Independent School District.

VIII. TERMINATION OF AGREEMENT

This agreement may be terminated at any time with sixty (60) days written notice by the terminating party to the other party. Such notice shall be delivered to the parties at the following addresses:

Boys & Girls Clubs of Central Texas
703 N. 8th Street
Killeen, TX 76541
(254) 699-5808

Director of Student Services
Copperas Cove ISD
408 S. Main St.
Coppersas Cove, TX 76522
(254) 547-1227

IX. EXECUTION

This Agreement having been approved by the Boys & Girls Clubs of Central Texas and Copperas Cove Independent School District shall become effective between the parties hereto in the day following execution of the Agreement by both parties.

Signed and agreed this 18th Day of July 2024.

BOYS & GIRLS CLUBS OF CENTRAL TEXAS



Tiana Quick
Chief Executive Officer
Boys & Girls Clubs of Central Texas

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT



Joe Burns
Superintendent
Copperas Cove Independent School District



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

INTERLOCAL GOVERNMENT AGREEMENT TO SHARE FACILITIES

STATE OF TEXAS, COUNTY OF CORYELL

This Agreement is entered into on the 1st day of September, 2024 between the City of Copperas Cove, a municipal corporation of the State of Texas, herein called the “City” and the Copperas Cove Independent School District, a public school of the State of Texas, herein called the “District.”

WHEREAS, the governing bodies of the City of Copperas Cove and the Copperas Cove Independent School District desire to share facilities with each other for the betterment of the community;

WHEREAS, the City and the District seek to re-affirm their long-standing sharing of facility arrangements by formulating a written agreement defining the terms and conditions of shared facilities; and

WHEREAS, the City and the District have determined that in the best interest of taxpayer funds and overall efficiency of service delivery and agreement for sharing facilities is desired.

NOW THEREFORE, THE FOLLOWING TERMS AND CONDITIONS ARE AGREED:

SECTION I

ENTITIES DEFINED

This Agreement is applicable only to the legal government entities stated above, and does not apply to organizations associated with, but not legally a part of, each entity. Usage by organizations other than the stated entities must be approved by both the “City” and “District”.

SECTION II

DISTRICT FACILITIES AVAILABLE TO THE CITY

Unless specifically stated, the facilities owned by the District that are available to the City free of charge and are covered under this Agreement include the following facilities for the indicated dates and hours:

- 1) Outdoor Practice Fields at all elementary and intermediate schools year-round, but only after 4:00 p.m. on school days and between the hours of 8:00 a.m. and 8:00 p.m. on all other days. Scheduling subject to standard District policy and availability as coordinated with the Athletic Director.
- 2) Up to five (5) gymnasiums excluding the Copperas Cove High School competition gym. Scheduling subject to standard District policy and availability as coordinated with the Athletic Director.
- 3) The gymnasium at Avenue E Learning Center. Scheduling subject to standard District policy and availability as coordinated with the Athletic Director.
- 4) The Soccer Complex at Avenue E Alternative Learning Center for games only at times coordinated with Athletic Director.
- 5) Track usage for special events must be scheduled subject to standard District policy and availability as coordinated with the Athletic Director. Summer Track programs are directed and coordinated by the CCISD Athletic Department.
- 6) The use of a computer lab for adult and senior citizens basic computer instruction for up to 48 hours of use (evening and weekend) per year. Scheduling subject to standard District policy and availability.

SECTION III

CITY FACILITIES AVAILABLE TO THE DISTRICT

Unless specifically stated, the facilities owned by the City that are available to the District free of charge and are covered under this Agreement include the following facilities for the indicated dates and hours:

- 1) The City Civic Center year-round use; scheduling subject to standard City policy and availability.
- 2) City Park and South Park Pools year-round for official swim team use and CCISD staff events; scheduling subject to availability.
- 3) Softball field #3, #4, and #5 at the City Park.
 - * Girls softball field #3 not available mid-March through July.
 - * Adult softball field #5 year-round use scheduling subject to standard City policy and availability.
 - * Field #4 year-round use scheduling subject to standard City policy and availability.
- 4) Hills of Cove Golf Course year-round golf program for the official team.
 - * Unlimited use of golf course and driving range 7 days a week. (Monday through Friday and weekends and holidays after 12:00 p.m. Tee times subject to availability.)
 - * Use restricted to golf coaches and team members of the High School and Junior High School golf programs, as group or individuals with approved adult coach supervision. See Appendix A.
 - * Three (3) tournaments per year.
 - * Use of golf course and driving range during the summer for Junior Golf Camps sponsored by CCISD.
 - * Cart(s) will be provided to CCISD golf coaches during scheduled practices and CCISD tournaments only. All other times carts must be rented.
 - * Prior to CCISD tournaments, CCISD point of contact will declare NLT 14 days prior to tournament the # of carts needed for coaches and/or athletic directors.
 - * CCISD Head Golf Coach must provide the golf course administrator with an updated player roster every time a player is added or removed and/or prior to the Fall and Spring Seasons.
- 5) Use of Channel 10 subject to availability.
- 6) Baseball fields year-round use. Scheduling subject to standard City policy and availability.

SECTION IV

ADDITIONAL USAGE

If either the City or the District requests the expansion of the number of hours set forth in this Agreement, or if either the City or the District requests the use of additional facilities not described in Sections II or III of this Agreement, facilities may be made available based on mutual agreement, and availability of the facility.

SECTION V

MAINTENANCE OF FACILITIES

Maintenance of facilities, to include repairs, upkeep, and custodial services shall be the responsibility of the entity, which owns the facility. When using the other entity's facility, however, each entity shall agree to leave it in the same condition, as it was when the activity began, and shall endeavor to keep the facility as clean as possible.

SECTION VI

SUPERVISION

In cases where the District is using City facilities under the provisions of this Agreement, such activities shall be considered as District sponsored, be an integral part of the District's instructional program, and shall be under the supervision of District personnel designated by the District.

In cases where the City is using District facilities under the provisions of this Agreement, such activities shall be considered as City sponsored, be an integral part of the City's program, and shall be under the supervision of City personnel designated by the City.

SECTION VII

RESPONSIBILITY AND LIABILITY

In cases where the District uses City facilities under the provisions of the agreement, the District agrees to abide by all City rules and regulations while on City property. In addition, the District also agrees to be responsible for any and all claims, which may arise from the usage, and shall hold the City harmless from any liability claims, which may arise from the event. The District also agrees to be responsible for any property damage, which may arise from such usage.

In cases where the City uses District facilities under the provisions of the agreement, the City agrees to abide by all District rules and regulations while on District property. In addition, the City also agrees to be responsible for any and all claims, which may arise from the usage, and shall hold the District harmless from any liability claims, which may arise from the event. The City also agrees to be responsible for any property damage, which may arise from such usage.

SECTION VIII

POINT OF CONTACT

Unless otherwise stated, the point of contact for the District for implementing and scheduling usage under the provisions of this Agreement shall be the Deputy Superintendent. All requests to use District facilities from the City must be submitted by the City point of contact in writing (fax, email, etc.), and it shall be his/her responsibility to coordinate the usage with District personnel and issue written approval to such requests. All District requests to use City facilities must originate with the Deputy Superintendent and be in writing.

Unless otherwise stated, the point of contact for the City for implementing and scheduling usage under the provisions of this Agreement shall be the Director of Parks and Recreation. All requests to use City facilities from the District must be in writing (fax, email, etc.), and it shall be his/her responsibility to coordinate the usage with City personnel, and issue written approval to such requests. All City requests to use District facilities must originate with the Director of Parks and Recreation and be in writing.

SECTION IX

ADMINISTRATIVE PROCEDURES AND SCHEDULING

District activities have precedence in usage of district facilities. In order for the City to use District facilities, the City's point of contact shall submit a written request to the District's point of contact. It shall be the District point of contact's responsibility to work with other District personnel to determine if the facility is available, and to work out the scheduling. Once this has been done, the District point of contact shall inform the City in writing within seven (7) days on the status of the request and the determination made, and shall file copies with appropriate District personnel. The District point of contact shall be responsible for monitoring City usage of District facilities in respect to the provisions of this Agreement.

City activities have precedence in usage of City facilities. In order for the District to use City facilities, the District's point of contact shall submit a written request to the City's point of contact. It shall be the City point of contact's responsibility to work with other City personnel to determine if the facility is available, and to work out the scheduling.

Once this has been done, the City point of contact shall inform the District in writing within seven (7) days on the status of the request and the determination made, and shall file copies with appropriate City personnel. The City point of contact shall be responsible for monitoring District usage of City facilities in respect to the provisions of this Agreement.

SECTION X
TERM OF AGREEMENT

This annual Agreement will be reviewed in August by both parties. Effective dates of this Agreement are September 1, 2024 to August 31, 2025.

Either party may terminate this Agreement upon thirty (30) days written notice to the other at the following addresses:

City of Copperas Cove
Attn: City Manager
507 S. Main
Copperas Cove, TX 76522

Copperas Cove ISD
Attn: School Superintendent
408 S. Main Street
Copperas Cove, TX 76522

Either party may request re-negotiation of the Agreement with 30 days notice.

Agreement is hereby approved and executed in duplicate originals on this ____ day of August, 2024, by the representatives of the City and the District as authorized by their governing bodies.

Ryan Haverlah
City Manager

Joseph Burns, Ed.D.
Superintendent

ATTEST:

ATTEST:

Lisa Wilson
City Secretary

Monica Hall
Secretary to the Superintendent

Appendix A

CCISD Golf Coaches 2024-2025

Cooper Carlton

Lance Garner

Jason Stevenson

Deryl Clark



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

STATE OF TEXAS
COUNTY OF CORYELL

INTERLOCAL GOVERNMENT AGREEMENT BETWEEN
THE COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
& THE CITY OF COPPERAS COVE
(SCHOOL SAFETY FY 2024-25)

This agreement is entered into on the _____ day of _____, 2024 between the City of Copperas Cove, a home rule municipal corporation of the State of Texas, herein called the “City” and the Copperas Cove Independent School District, an independent public school district of the State of Texas, herein called the “District”; and

WHEREAS, pursuant to the Interlocal Cooperation Act, Texas Government Code Chapter 791 (“COOPERATION ACT”), the PARTIES are empowered to contract with each other for the performance of governmental functions, including police protection; and

WHEREAS, Section 37.081 of the Texas Education Code authorizes the Board of Trustees of the DISTRICT to provide for a School Resource Officer (“SRO”) for the DISTRICT; and

WHEREAS, the City and the District desire to enter into this Interlocal Agreement (“Agreement”) in a joint effort to provide a safe environment for the children of Copperas Cove.

NOW THEREFORE THE FOLLOWING TERMS AND CONDITIONS ARE AGREED:

**SECTION I
TERM**

- A. **Initial Term.** The initial term of this Agreement shall be one year, beginning October 1, 2024 and expiring on September 30, 2025.
- B. **Succeeding Terms.** This Agreement may be renewed annually by the District providing notice to the City of its intent to renew and City’s consent to such renewal. Neither party shall be required to renew this Agreement; and, such renewal shall not become final until each party’s governing body’s appropriation of funding required to service the obligations created by this Agreement for the renewal budget year.
- C. **Appropriations Clause.** In the event that one or both parties fail to grant an appropriation of funds at any time for a succeeding term, then a non-appropriation shall be deemed to have occurred. In the event that a non-appropriation has occurred, within 10 business days after the non-appropriation, the City or the District, as the case may be, shall notify the other party that the funds have not been appropriated for the fiscal period. In such event, neither Party shall have any further obligation under this Agreement for the unfunded fiscal year or any year thereafter.

- D. Either party may terminate this Agreement for any reason by giving at least thirty (30) days written notice. Such written notice shall be delivered by certified mail to the central administrative office of the party receiving the notice.

SECTION II DEFINITIONS

In this Agreement the terms set out below shall be defined as follows:

1. *“Facility”* shall mean the building or buildings the City has made a request to use for emergency response training in accordance with District policies.
2. *“Grounds”* shall mean the total area and facilities of a particular campus.
3. "School Resource Officer (SRO)" shall be defined in accordance with Texas Occupations Code §1701.601.
4. *“Non-lethal training munitions”* shall mean non-lethal marking ammunition used for training purposes.

SECTION III SCOPE

This Agreement shall apply to the City’s provision of SROs to patrol District grounds and related matters.

SECTION IV OBLIGATIONS OF THE PARTIES

A. The City’s obligations are as follows:

1. Assignment of two (2) SROs specifically assigned to the Copperas Cove High School and the Summer School Program and to patrol District grounds and facilities during each contract year for a period of (52) weeks.
2. Each SRO shall patrol District facilities and grounds for forty (40) hours per week during the instructional school year, as dictated by the District’s academic calendar, and shall conduct such patrols during hours designated by the District as regularly scheduled school hours.
3. Provide a replacement officer, if necessary, when an SRO is expected to be absent for any reason.
4. Provide costs associated with the assignment of one (1) marked police vehicle and including costs for maintenance, auto insurance, and fuel.

5. Provide and maintain uniforms and equipment issued to the SROs, as deemed necessary by the City.
6. Provide the administrative costs for the management and supervision, hiring, records management, and software licensing fees associated with the SRO position.
7. Each SRO shall be covered by the City's existing insurance coverages.
8. Provide training to crossing guards, when requested by the District.

B. The District's obligations are as follows:

1. Remit an agreed-upon portion of the total cost of expenses provided in the attached Appendix A-Cost Analysis to the City for providing police services. The City will issue an invoice to the District for each required payment under this Agreement. Payments will be made quarterly in four (4) equal payments. Payment shall be made no later than the 15th day after the District receives an invoice from the City. All such payments shall be made from current revenues appropriated by the District for payments under this Agreement.
2. Remit the total cost of any overtime expenses for SROs when duties and responsibilities for the District exceed the forty (40) hour work week. Payment, in these instances, will be made within (30) days of the District receiving an invoice from the City.
3. Remit the total cost of salary expenses for provision of officers for after-hours, extra-curricular activities, or other special circumstances unless the District elects to pay the officer directly for the services provided. Payment to the City will otherwise be made within (30) days of notification of costs to the District.
4. Remit an agreed-upon portion of the total cost of salary expenses for a replacement officer when an SRO is absent due to illness, injury, training, court appearance, or other approved temporary leave. Payment will be made within (30) days of the District's receipt of an invoice from the City for the costs.
5. Train and supervise all crossing guards to work at crosswalks where the District deems necessary, or requests that training be provided by the City.
 - a. Notwithstanding any provision of this Agreement to the contrary, the City shall not be responsible for temporary crossing guards; however, when an absence of a guard occurs, and if manpower allows, the City may assist.
 - b. Each year the District shall furnish to the City the name and daytime telephone number of the District employee responsible for the Crossing Guard Program.
6. Allow the use of school facilities for the purpose of emergency response training by the City.

- a. Emergency response training shall be conducted only during times that shall not interfere with normal daily classroom instructions or other school related events.
- b. Emergency response training shall only involve the use of non-lethal training munitions.
- c. The City will be responsible for any damage to District property that may result from the training.
- d. In requesting a facility for training, the City shall follow the District's facility request policy.

C. SRO Duties and Responsibilities.

The duties of an SRO shall include:

- a. Enforcing applicable federal, state, and local laws and ordinances;
- b. Investigating criminal activity and accidents occurring on District property;
- c. Patrolling areas within or in the vicinity of the geographical boundaries of the District;
- d. Being a visible presence during the school day in order to assist the District and campus administration with general public safety services during school hours. The SRO shall not act as a school disciplinarian. If the campus principal or staff person believes an incident involves a violation of the law or threat to public safety, the principal or staff person may contact an SRO who will determine whether law enforcement action is warranted and appropriate; and
- e. Responding to police calls for service on District campuses during the course of the regular school day.

D. Services Outside School Day.

- 1. Officers needed for after-hours, extra-curricular activities, or other special circumstances must be requested by the District at least 24 hours prior to the event.
- 2. The fulfillment of these requests is subject to availability as determined in the sole discretion of the City's Police Chief, but shall not be denied without good cause.

E. Access to District Records and Information.

- 1. The SRO may receive private student information while performing law enforcement duties, and shall only use, share or disclose such information as necessary in the course of an official

law enforcement investigation. The SRO shall not attempt to access student education records maintained by the District without consent of a District administrator.

2. The SRO may request specific information from the District as needed in the performance of law enforcement duties, including student education records, personnel records, and other information. Student education records are subject to the protections of the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. The District shall provide the SRO with access to student education records (1) with parent consent; (2) in the event of a health or safety emergency if knowledge is necessary to protect the health or safety of the student or other individuals pursuant to 34 C.F.R. 99.31(a)(10), 99.36; (3) if the information is considered directory information under District Board Policy FL (LOCAL); or (4) in response to a search warrant, court order or subpoena.
3. The District shall provide the SRO with an opportunity to view surveillance footage and shall provide a copy of surveillance footage on request. In the event of a health or safety emergency, the District shall provide the SRO access to the surveillance camera live feed, and such access shall continue until the immediate threat to health or safety has passed.

**SECTION V
GENERAL AND MISCELLANEOUS**

- A. This Agreement shall supersede and replace all prior agreements, contracts, and understandings, whether verbal or written, in conflict with this Agreement.
- B. In the event the Emergency Operations Center (“EOC”) is activated, the Parties agree that the City’s staffing and manpower needs shall take priority over and supersede the City’s obligations under this Agreement. Costs to the District will be amended accordingly under these circumstances.
- C. All notices required under this Agreement shall be presumed received two business days after proper delivery via U.S. postal mail to the addresses below:

City of Copperas Cove
Attn: City Manager
914 S. Main Street, Ste. D
Copperas Cove, TX 76522

Copperas Cove ISD
Attn: School Superintendent
408 S. Main Street
Copperas Cove, TX 76522

- D. Nothing in this Agreement shall be deemed to waive, modify or amend any legal defense available at law or in equity to either Party nor to create any legal rights or claim on behalf of any third party. Neither City nor District waives, modifies, or alters to any extent whatsoever the availability of the defense of governmental immunity under the laws of the State of Texas and of the United States.
- E. The District and the City shall maintain responsibility for the acts and omissions of their respective employees; and the parties mutually agree that the SROs who provide services under this

Agreement shall at all times be in the employment of the City and shall not be considered employees of the District.

- F. The District assumes no liability for any claim or cause of action arising from any acts or omissions attributable to the City's employees, agents, officers, or contractors; and
- G. The City assumes no liability for any claim or cause of action arising from any acts or omissions attributable to the District's employees, agents, officers, or contractors or for premises liability.
- H. This Agreement may not be amended or modified except in writing executed by both the City and District and authorized by their respective governing bodies.
- I. In the event any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof, but rather this entire Agreement will be construed as if not containing the particular invalid or unenforceable provision or provisions, and the rights and obligations of the Parties shall be construed and enforced in accordance therewith. The Parties acknowledge that if any provision of this Agreement is determined to be invalid or unenforceable, it is their desire and intention that such provision be immediately reformed and construed in such a manner that it will, to the maximum extent practicable, be deemed to be validated and enforceable.
- J. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural, unless the context otherwise requires. The headings and section numbers are for convenience only and shall not be considered in interpreting or construing this Agreement.
- K. This Agreement may be executed in two (2) original counterparts.
- L. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas and shall be performable in Coryell County, Texas. Venue shall lie exclusively in Coryell County, Texas.
- M. The Parties agree that the mutual obligations as enumerated herein represents a fair and reasonable exchange between the City and District and is sufficient and adequate consideration for the mutual benefit of the City and District and their respective citizens and taxpayers.

(Signature page to follow)

EXECUTED and EFFECTIVE as of the _____ day of _____, 2024.

CITY OF COPPERAS COVE

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

Ryan Haverlah, City Manager

Joe Burns, Ed.D. Superintendent of Schools

ATTEST:

ATTEST:

Lisa Wilson
City Secretary

Monica Hall
Secretary to the Superintendent of Schools

APPROVED AS TO FORM:

Charlie Zech, City Attorney
Denton, Navarro, Rodriguez, Bernal,
Santee & Zech P.C.

**APPENDIX A
POLICE SERVICES COST ANALYSIS**

DESCRIPTION	COST
Two (2) Full-Time SROs 52 Weeks¹	
Base Salary	
Zickefoose	\$63,294.00
Hawkins	\$64,875.00
Incentives	
Zickefoose	\$0.00
Hawkins	\$0.00
Longevity	
Zickefoose	\$96.00
Hawkins	\$144.00
FICA	
Zickefoose	\$4,842.00
Hawkins	\$4,963.00
Retirement	
Zickefoose	\$9,969.00
Hawkins	\$10,128.00
Insurance	
Zickefoose	\$7,512.00
Hawkins	\$7,512.00
Workers Compensation	
Zickefoose	\$1,266.00
Hawkins	\$1,298.00
Long Term Disability	
Zickefoose	\$111.00
Hawkins	\$103.00
Sub-total Two (2) SROs	\$176,113.00
Administrative Cost²	\$0.00
Equipment & Uniforms³	\$0.00
Police Vehicle⁴	\$0.00
Total Cost for FY24-25 Police Services	\$176,113.00

¹ Analysis is based on the assumption that if the City did not provide this service to CCISD, these officers would not be retained by the City. Cost includes Longevity, FICA, Retirement, Insurance, Worker’s Compensation, Long Term Disability, and Incentives and excludes liabilities associated with leave benefits.

² Administrative costs including the management and supervision, hiring, records management, and software licensing fees associated with the SRO positions are excluded for FY 2024-25

³ Uniforms and equipment required for officers. Maintenance costs for uniform and equipment are excluded for FY 2024-25

⁴ Fully-equipped marked police vehicle with insurance, maintenance, and fuel costs is excluded for FY 2024-25.



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

SOFTWARE-AS-A-SERVICE AGREEMENT

This SOFTWARE-AS-A-SERVICE AGREEMENT (this “**Agreement**”) is entered into to be effective as of the date this Agreement is fully executed by the Parties (the “**Effective Date**”), by and between MSB School Services, LLC, a limited liability company, having an address of 1615 Scottsdale Dr., Bldg. 2, Ste. 200C, Cedar Park, Texas 78641 (“**MSB**”); and Copperas Cove ISD, having an address of 408 S. Main St., Copperas Cove, TX 76522 (the “**District**”). MSB and the District are each referred to herein as a “**Party**” and, collectively, as the “**Parties.**”

WHEREAS, MSB is in the business of providing Medicaid consultation and billing services to school districts; and

WHEREAS, the District desires to access such services, and MSB desires to provide such services to the District, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. **Definitions.** Capitalized terms used but not otherwise defined herein shall have the meanings ascribed to such terms in this Section 1.

“**Aggregated Statistics**” means data and information related to the District’s use of the Services that is used by MSB in an aggregate and anonymized manner, including to compile statistical and performance information related to the provision and operation of the Services.

“**Authorized User**” means the District’s employees, consultants, contractors, and agents (i) who are authorized by the District to access and use the Services under the rights granted to the District pursuant to this Agreement, and (ii) for whom access to the Services has been purchased hereunder.

“**District Data**” means, other than Aggregated Statistics, information, data, and other content, in any form or medium, that is submitted, posted, or otherwise transmitted by or on behalf of the District or an Authorized User through the Services.

“**Documentation**” means MSB’s user manuals, handbooks, and guides relating to the Services provided by MSB to the District either electronically or in hard copy form.

“**IEP**” means the District’s enrolled students with an individualized education plan under the Individuals with Disabilities Education Act. Unless otherwise agreed in writing, the Parties shall use the most recent number of IEPs reported by the Texas Education Agency. Any time the Parties need to determine the number of the District’s IEPs hereunder, the number of the District’s IEPs shall be the number of “Special Education” students in the District as set forth in the Texas Education Agency’s most recent Student Program and Special Populations Report: see <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>. Notwithstanding anything herein to the contrary, in the event the Initial Term hereof is three (3) years or more, then the Parties agree

that, after initial determination of the number of IEPs hereunder, such number shall not be subject to increase at any time during the Initial Term (but shall be subject to increase/re-evaluation as required hereunder at any time during any Renewal Term thereafter).

“MSB Intellectual Property” means the Services, the Documentation, and any and all intellectual property (including any software) provided to the District or any Authorized User in connection with the foregoing. For the avoidance of doubt, MSB Intellectual Property includes Aggregated Statistics and any information, data, or other content derived from MSB’s monitoring of the District’s access to or use of the Services, but does not include District Data.

“Payment Date” means the applicable payment date set forth on Exhibit C attached hereto, and incorporated herein by reference.

“Pricing Proposal” means the agreed pricing proposal set forth on Schedule 1 attached hereto, and incorporated herein by reference, as may be amended in accordance with Section 5.c.

“Services” means the software-as-a-service offering and any related implementation, training, or other support services to be provided by MSB hereunder, in each case as described in Exhibit A, which is attached hereto and incorporated herein by reference.

2. **Term.** The initial term of this Agreement begins on the Effective Date and, unless terminated earlier pursuant to this Agreement’s express provisions, will continue in effect until 3 year(s) following the Effective Date (the **“Initial Term”**). Upon expiration of the Initial Term, this Agreement will automatically renew for successive one (1) year term(s) unless either Party gives the other Party written notice of non-renewal at least ninety (90) days prior to the expiration of the then-current term (each a **“Renewal Term”** and together with the Initial Term, the **“Term”**).
3. **Services and Grant of Rights.**
 - a. **Access to Services.** Subject to and conditioned on the District’s payment of Fees and compliance with all other terms and conditions of this Agreement, MSB hereby grants the District a non-exclusive, non-transferable right to access and use the Services during the Term, solely for use by Authorized Users in accordance with the terms and conditions herein. Such use is limited to the District’s internal use.
 - b. **Documentation License.** Subject to the terms and conditions contained in this Agreement, MSB hereby grants to the District a non-exclusive, non-sublicensable, non-transferable license to use the Documentation during the Term solely for the District’s internal business purposes in connection with its use of the Services.
 - c. **Use Restrictions.** The District shall not use the Services for any purposes beyond the scope of the access granted in this Agreement. The District shall not at any time, directly or indirectly, and shall not permit any Authorized Users to: (i) copy, modify, or create derivative works of

- the Services or Documentation, in whole or in part; (ii) rent, lease, lend, sell, license, sublicense, assign, distribute, publish, transfer, or otherwise make available the Services or Documentation; (iii) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to any software component of the Services, in whole or in part; (iv) remove any proprietary notices from the Services or Documentation; or (v) use the Services or Documentation in any manner or for any purpose that infringes, misappropriates, or otherwise violates any intellectual property right or other right of any person, or that violates any applicable law.
- d. Reservation of Rights. MSB reserves all rights not expressly granted to the District in this Agreement. Except for the limited rights and licenses expressly granted under this Agreement, nothing in this Agreement grants, by implication, waiver, estoppel, or otherwise, to the District or any third party any intellectual property rights or other right, title, or interest in or to any MSB Intellectual Property.
- e. Aggregated Statistics. Notwithstanding anything to the contrary in this Agreement, MSB may monitor the District's use of the Services and collect and compile Aggregated Statistics. As between MSB and the District, all right, title, and interest in Aggregated Statistics, and all intellectual property rights therein, belong to and are retained solely by MSB. The District acknowledges that MSB may compile Aggregated Statistics based on District Data input into the Services. The District agrees that MSB may (i) make Aggregated Statistics publicly available in compliance with applicable law, and (ii) use Aggregated Statistics to the extent and in the manner permitted under applicable law.
- f. Third-Party Products. MSB may from time to time make products provided by third parties available to the District hereunder ("**Third-Party Products**"). All Third-Party Products are provided "as is" and any representation or warranty of or concerning any Third-Party Products is strictly between the District and the third-party owner, licensor or distributor of such Third-Party Products.
- g. Limited Warranty. MSB represents and warrants to the District that to MSB's knowledge as of the Effective Date, as accessed and used by the District or any Authorized User in accordance with this Agreement, the Services and materials provided by MSB under this Agreement will not infringe, misappropriate, or otherwise violate any intellectual property right or other right of any third party. THE FOREGOING WARRANTY DOES NOT APPLY, AND MSB STRICTLY DISCLAIMS ALL WARRANTIES, WITH RESPECT TO ANY THIRD-PARTY PRODUCTS. The District's sole and exclusive remedy for a breach of the foregoing warranty is set forth in Section 8.
- h. DISCLAIMER OF OTHER WARRANTIES. EXCEPT FOR THE LIMITED WARRANTY SET FORTH ABOVE, THE MSB INTELLECTUAL PROPERTY IS PROVIDED "AS IS" AND MSB HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE. MSB SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE, OR TRADE PRACTICE. MSB MAKES NO WARRANTY OF ANY KIND THAT THE MSB

- INTELLECTUAL PROPERTY, OR ANY PRODUCTS OR RESULTS OF THE USE THEREOF, WILL MEET THE DISTRICT'S OR ANY OTHER PERSON'S REQUIREMENTS, OPERATE WITHOUT INTERRUPTION, ACHIEVE ANY INTENDED RESULT, BE COMPATIBLE OR WORK WITH ANY SOFTWARE, SYSTEM, OR OTHER SERVICES, OR BE SECURE, ACCURATE, COMPLETE, FREE OF HARMFUL CODE, OR ERROR FREE.
- i. **Suspension.** Notwithstanding anything to the contrary in this Agreement, MSB may temporarily suspend the District's and any Authorized User's access to any portion or all of the Services if: (i) MSB reasonably determines that (A) there is a threat or attack on any of the MSB Intellectual Property; (B) the District's or any Authorized User's use of the MSB Intellectual Property disrupts or poses a security risk to the MSB Intellectual Property or to any other customer or vendor of MSB; (C) the District, or any Authorized User, is using the MSB Intellectual Property for fraudulent or illegal activities; (D) subject to applicable law, the District has ceased to continue its business in the ordinary course, made an assignment for the benefit of creditors or similar disposition of its assets, or become the subject of any bankruptcy, reorganization, liquidation, dissolution, or similar proceeding; or (E) MSB's provision of the Services to the District or any Authorized User is prohibited by applicable law; (ii) any vendor of MSB has suspended or terminated MSB's access to or use of any Third-Party Products or services required to enable the District to access the Services; or (iii) in the event the District fails to pay any amounts as and when due hereunder, and such failure continues for thirty (30) days or more (any such suspension described in subclause (i), (ii), or (iii), a "**Service Suspension**"). MSB shall use commercially reasonable efforts to provide written notice of any Service Suspension to the District and to provide updates regarding resumption of access to the Services following any Service Suspension. MSB shall use commercially reasonable efforts to resume providing access to the Services as soon as reasonably possible after the event giving rise to the Service Suspension is cured. MSB will have no liability for any damage, liabilities, losses (including any loss of data or profits), or any other consequences that the District or any Authorized User may incur as a result of a Service Suspension.
4. **District Responsibilities.** The District shall be responsible for performing the obligations and complying with the terms set forth in Exhibit B, which is attached hereto and incorporated herein by reference. Further, the District shall: (i) respond promptly to any requests from MSB for instructions, information, or approvals required by MSB to perform the Services, (ii) cooperate with MSB in its performance of the Services, and (iii) take all reasonable steps to prevent District-caused delays in MSB's provision of the Services. Without limiting the generality of the foregoing, the District acknowledges and covenants that MSB shall have quarterly access to District's direct program stakeholders for consultation, training and question and answer sessions. These meetings may take place in person or online at MSB's discretion, but in-person meetings shall take place at the District. The District acknowledges that regular and direct access with District program stakeholders is critical as best practices and regulations change and the District's awareness of these changes and best practices are critical hereunder.

5. **Compensation.**

- a. **Fees.** In consideration for the provision of the Services by MSB, the District shall pay MSB the compensation (collectively, the “*Fees*”), in the amounts set forth in the Pricing Proposal attached hereto, in accordance with this Agreement and the terms set forth in Exhibit C.
- b. **Additional Payment Terms.** The District agrees to pay all invoices within 30 days from the date of the invoice. MSB reserves the right to adjust the Fees and related percentages set forth in Exhibit C, or terminate this Agreement, in the event the Federal and/or State governments materially revise the protocols for submitting and/or paying Medicaid claims or as otherwise needed to comply with applicable law. Payments and disputes shall be governed by Texas Government Code Chapter 2251.
- c. **Pricing Changes.** Notwithstanding anything herein to the contrary, following the Initial Term, MSB shall have the right, upon written notice to the District, to increase, amend, or otherwise modify the Pricing Proposal, effective as of the commencement of each Renewal Term (if any). Any such changes shall become effective at the start of the applicable Renewal Term, unless the District provides written notice of non-renewal in accordance with Section 2.

6. **Termination.**

- a. **Mutual.** Either Party may terminate this Agreement, effective on written notice to the other Party, if the other Party materially breaches this Agreement, and such breach: (A) is incapable of cure; or (B) being capable of cure, remains uncured sixty (60) days after the non-breaching Party provides the breaching Party with written notice of such breach.
- b. **Termination for Non-Payment.** MSB may terminate this Agreement upon written notice to the District in the event that the District fails to pay any amounts when due hereunder, and such failure continues for thirty (30) days after MSB’s delivery of written notice thereof.
- c. **Other Termination.** Either Party may terminate this Agreement at any time following expiration of the Initial Term, upon thirty (30) days’ written notice to the other Party. Further, either Party may terminate this Agreement, effective upon written notice to the other Party, in the event the other Party: (i) becomes insolvent or admits its inability to pay its debts generally as they become due; (ii) becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law, which is not fully stayed within thirty (30) business days or is not dismissed or vacated within forty-five (45) days after filing; (iii) is dissolved or liquidated or takes any corporate action for such purpose; (iv) makes a general assignment for the benefit of creditors; or (v) has a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business.
- d. **Payments Upon Termination.** In the event the District terminates this Agreement prior to expiration of the Term, then the District agrees to immediately pay MSB the full amount of

- any Fees due upon termination, as identified in Exhibit C. The Parties hereby agree that the amounts described in this Exhibit C represent a reasonable estimate of the damages MSB will suffer as a result of the District's early termination and that the amounts are not penal in nature. The District hereby waives all challenges to the payment of the amounts described in this Exhibit C as penal or unreasonable.
- e. Effect of Termination. Upon expiration or earlier termination of this Agreement, the District shall immediately discontinue use of the MSB Intellectual Property and the District shall delete, destroy, or return all copies of the MSB Intellectual Property and certify same in writing to MSB. No expiration or termination will affect the District's obligation to pay all Fees that may have become due before such expiration or termination or entitle the District to any refund of amounts previously paid hereunder. Any right or obligation of the Parties in this Agreement which, by its nature, should survive termination or expiration of this Agreement, will survive any such termination or expiration of this Agreement.

7. Intellectual Property Ownership.

- a. District Data. All District Data is and shall remain the proprietary information of the District and may not be copied or used in any way without the express written permission of the District. Notwithstanding the foregoing, the District hereby grants to MSB a non-exclusive, royalty-free, worldwide license to reproduce, distribute, and otherwise use and display the District Data and perform all acts with respect to the District Data as may be necessary for MSB to provide the Services hereunder, and a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to reproduce, distribute, modify, and otherwise use and display District Data incorporated within the Aggregated Statistics. Within sixty (60) days following the District's written request upon termination of this Agreement, MSB will provide the District with all District Data in MSB's possession, in such a format that MSB deems appropriate.
- b. MSB Intellectual Property. The District acknowledges that: (i) as between the District and MSB, MSB owns all right, title, and interest, including all intellectual property rights, in and to the MSB Intellectual Property; and (ii) with respect to Third-Party Products, the applicable third-party providers own all right, title, and interest, including all intellectual property rights, in and to the Third-Party Products.
- c. Feedback. If the District or any of its employees or contractors sends or transmits any communications or materials to MSB by mail, email, telephone, or otherwise, suggesting or recommending changes to the Services or any MSB Intellectual Property, including without limitation, new features or functionality relating thereto, or any comments, questions, suggestions, or the like ("**Feedback**"), MSB is free to use (but is not required to use) such Feedback irrespective of any other obligation or limitation between the Parties governing such Feedback, without any attribution or compensation to any party, including any ideas, know-how, concepts, techniques, or other intellectual property rights contained in the Feedback, for any purpose whatsoever.

8. **Indemnification; Limitation of Liability.**

- a. **MSB Indemnification.** MSB shall indemnify, defend, and hold harmless the District from and against any and all losses, damages, liabilities, costs (including reasonable attorneys' fees) ("**Losses**") incurred by the District, solely to the extent resulting from any third-party claim, suit, action, or proceeding ("**Third-Party Claim**") arising out of MSB's breach of the limited warranty set forth in Section 3(g) above; provided that the District promptly notifies MSB in writing of such Third-Party Claim, cooperates with MSB, and allows MSB sole authority to control the defense and settlement of such Third-Party Claim. If a Third Party-Claim is made or appears possible, the District agrees to permit MSB, at MSB's sole discretion, to (A) modify or replace the Services, or component or part thereof, to make it non-infringing, or (B) obtain the right for the District to continue use. If MSB determines that neither alternative is reasonably available, MSB may terminate this Agreement, in its entirety or with respect to the affected component or part, effective immediately on written notice to the District. This Section 8(a) will not apply to the extent that the alleged infringement arises from: (A) use of the Services in combination with data, software, hardware, equipment, or technology not provided by MSB or authorized by MSB in writing; (B) modifications to the Services not made by MSB; (C) District Data; or (D) Third-Party Products.
- b. **Sole Remedy.** THIS SECTION 8 SETS FORTH THE DISTRICT'S SOLE REMEDIES AND MSB'S SOLE LIABILITY AND OBLIGATION FOR ANY ACTUAL, THREATENED, OR ALLEGED CLAIMS THAT THE SERVICES INFRINGE, MISAPPROPRIATE, OR OTHERWISE VIOLATE ANY INTELLECTUAL PROPERTY RIGHTS OF ANY THIRD PARTY.
- c. **Limitations on Liability.** IN NO EVENT WILL MSB BE LIABLE UNDER OR IN CONNECTION WITH THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, AND OTHERWISE, FOR ANY: (a) CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, ENHANCED, OR PUNITIVE DAMAGES; (b) INCREASED COSTS, DIMINUTION IN VALUE OR LOST BUSINESS, PRODUCTION, REVENUES, OR PROFITS; (c) LOSS OF GOODWILL OR REPUTATION; (d) USE, INABILITY TO USE, LOSS, INTERRUPTION, DELAY, OR RECOVERY OF ANY DATA, OR BREACH OF DATA OR SYSTEM SECURITY; OR (e) COST OF REPLACEMENT GOODS OR SERVICES, IN EACH CASE REGARDLESS OF WHETHER MSB WAS ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE. IN NO EVENT WILL MSB'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, AND OTHERWISE EXCEED THE TOTAL AMOUNTS PAID AND AMOUNTS ACCRUED BUT NOT YET PAID TO MSB UNDER THIS AGREEMENT IN THE SIX MONTH PERIOD PRECEDING THE EVENT GIVING RISE TO THE CLAIM.

9. **Force Majeure.** Neither Party shall be deemed to have breached any provision of this Agreement or be liable to the other Party, for any failure or delay in fulfilling or performing any term of this Agreement (other than obligations to make payment as and when due hereunder), when and to

the extent such failure or delay is caused by or results from events beyond the reasonable control of such Party, including: acts of God, network failures, acts of civil or military authorities, civil disturbances, wars, energy crises, fires, transportation contingencies, interruptions in third-party telecommunications or internet equipment or service, pandemic, other catastrophes, or any other occurrences which are reasonably beyond the impacted Party's control (any such event, a "**Force Majeure Event**"). During the Force Majeure Event, the non-affected party may similarly suspend its performance obligations until such time as the affected party resumes performance. The affected party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized and shall resume performance of its obligations as soon as reasonably practicable after the removal of the cause.

10. Miscellaneous.

- a. Jointly Drafted. This Agreement shall be deemed to have been drafted by both Parties and, in the event of a dispute, shall not be construed against either Party.
- b. Relationship of Parties. The relationship between the Parties is that of independent contractors. Nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture, or other form of joint enterprise, employment, or fiduciary relationship between the Parties, and neither Party shall have authority to contract for or bind the other Party in any manner whatsoever.
- c. Further Assurances. If requested by one Party, the other Party shall execute and deliver such other documents and take such other action as may be necessary to affect the terms of this Agreement.
- d. Publicity. Neither Party shall issue or release any announcement, statement, press release, or other publicity or marketing materials relating to this Agreement, or otherwise use the other party's trademarks, service marks, trade names, logos, symbols, or brand names, in each case, without the prior written consent of the other Party; provided, however, that MSB may, without the District's consent, include the District's name and other indicia in its lists of MSB's current or former customers of MSB in promotional and marketing materials.
- e. Authority to Execute. Each Party represents and warrants to the other Party that the execution of this Agreement by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary corporate action of the Party.
- f. Costs. In the event that litigation is commenced to enforce any of the terms of this Agreement, the prevailing Party in the litigation (whether by court or arbitration) shall be entitled to recover its reasonable attorney's fees from the non-prevailing Party.
- g. Exclusions. MSB in no way implies, nor should any language herein be construed that MSB guarantees that the utilization of the Services by the District, or that MSB guarantees the District's compliance with State or Federal requirements relative to Medicaid

- reimbursements. No utilization of the Services by the District will constitute the formation of an attorney-client relationship between MSB and the District. THE SERVICES AND MSB INTELLECTUAL PROPERTY ARE PROVIDED “AS IS” AND MSB HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE. MSB SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE, OR TRADE PRACTICE. MSB MAKES NO WARRANTY OF ANY KIND THAT THE SERVICES, THE MSB INTELLECTUAL PROPERTY, OR RESULTS OF THE USE THEREOF, WILL MEET THE DISTRICT’S OR ANY OTHER PERSON’S REQUIREMENTS, OPERATE WITHOUT INTERRUPTION, ACHIEVE ANY INTENDED RESULT, BE COMPATIBLE OR WORK WITH ANY SOFTWARE, SYSTEM, OR OTHER SERVICES, OR BE SECURE, ACCURATE, COMPLETE, FREE OF HARMFUL CODE, OR ERROR FREE.
- h. Notices. Except as otherwise expressly set forth in this Agreement, all notices, demands and other communications to be given or delivered under or by reason of the provisions of this Agreement will be in writing and will be deemed to have been given (i) when delivered by hand (with written confirmation of receipt); (ii) when received by the addressee if sent by a nationally recognized overnight courier (receipt requested); (iii) on the date sent by email if sent during normal business hours of the recipient, and on the next business day if sent after normal business hours of the recipient, or (iv) on the third day after the date mailed, by certified or registered mail, return receipt requested, postage prepaid. Such communications must be sent to the respective Parties at the addresses set forth in the introductory paragraph to this Agreement (or at such other address for a Party as shall be specified in a notice given in accordance with this Section).
- i. FERPA. To the extent District grants MSB access to Personally Identifying Information (PII) or other protected FERPA data, or MSB has access to or stores or holds any such District PII or FERPA protected data, MSB agrees to: (i) access and use such data solely for the purpose of to provide the Services to District pursuant to this Agreement; (ii) maintain physical, technical, and administrative safeguards to protect said data against unauthorized access, use, or disclosure while it is accessible to or held by MSB; and (iii) not disclose said data to any third party, except: (x) to its employees, consultants or contractors who need to have access to such information and solely for purposes of providing Services to the District, provided that such recipients are bound by confidentiality provisions no less restrictive than those set out in this Agreement; and (y) to the extent required by a judicial order or other legal obligation, provided that, to the fullest extent permitted by law, MSB will promptly notify District of such a required disclosure to allow intervention by District (and will cooperate with the District) to contest or minimize the scope of the disclosure. Nothing in this contract shall require MSB to take measures in excess of those commonly accepted in the industry as commercially reasonable.
- j. Confidentiality. From time to time during the Term, either Party may disclose or make available to the other Party information about its business affairs, products, confidential intellectual property, trade secrets, third-party confidential information, and other sensitive

- or proprietary information, whether orally or in written, electronic, or other form or media, and whether or not marked, designated, or otherwise identified as “confidential” (collectively, “**Confidential Information**”). For the avoidance of doubt, MSB’s Confidential information includes the terms of this Agreement, and any materials disclosed by MSB in connection therewith, including any pricing or other terms of MSB’s products and services. Confidential Information does not include information that, at the time of disclosure is: (a) in the public domain; (b) known to the receiving Party at the time of disclosure; (c) rightfully obtained by the receiving Party on a non-confidential basis from a third party; or (d) independently developed by the receiving Party. The receiving Party shall not disclose the disclosing Party’s Confidential Information to any person or entity, except to the receiving Party’s employees who have a need to know the Confidential Information for the receiving Party to exercise its rights or perform its obligations hereunder. Notwithstanding the foregoing, each Party may disclose Confidential Information to the limited extent required (i) in order to comply with the order of a court or other governmental body, or as otherwise necessary to comply with applicable law, provided that the Party making the disclosure pursuant to the order shall first have given written notice to the other Party and made a reasonable effort to obtain a protective order; or (ii) to establish a Party’s rights under this Agreement, including to make required court filings. On the expiration or termination of the Agreement, the receiving Party shall promptly return to the disclosing Party all copies, whether in written, electronic, or other form or media, of the disclosing Party’s Confidential Information, or destroy all such copies and certify in writing to the disclosing Party that such Confidential Information has been destroyed. Each Party’s obligations of non-disclosure with regard to Confidential Information are effective as of the Effective Date and will expire five years from the date first disclosed to the receiving Party; provided, however, with respect to any Confidential Information that constitutes a trade secret (as determined under applicable law), such obligations of non-disclosure will survive the termination or expiration of this Agreement for as long as such Confidential Information remains subject to trade secret protection under applicable law.
- k. Non-Solicitation. During the Term of this Agreement and for a period of one (1) year thereafter, the District shall not, directly or indirectly, in any manner solicit or induce for employment any person who performed any work under this Agreement who is then in the employ of MSB. A general advertisement or notice of a job listing or opening or other similar general publication of a job search or availability to fill employment positions, including on the internet, shall not be construed as a solicitation or inducement for the purposes of this Section, and the hiring of any employee or independent contractor who freely responds thereto shall not be a breach of this Section.
- i. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by email or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

- m. Governing Law. This Agreement shall be governed by and construed in accordance with the internal laws of the State of Texas without giving effect to any choice or conflict of law provision or rule (whether of such State or any other jurisdiction) that would cause the application of laws of any jurisdiction other than those of the State of Texas. Any legal suit, action, or proceeding arising out of or related to this Agreement or the Services provided hereunder shall be instituted exclusively in the federal courts of the United States or the courts of the State of Texas, in each case located in Williamson County, Texas, and each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action, or proceeding.
- n. Entire Agreement. This Agreement, together with all Exhibits attached hereto and any other documents incorporated herein by reference, constitutes the sole and entire agreement of the Parties to this Agreement with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings and agreements, both written and oral, with respect to such subject matter.
- o. Amendment; Waiver. This Agreement may be amended, modified, or supplemented only by an agreement in writing signed by each Party hereto. No waiver by any Party of any of the provisions hereof shall be effective unless explicitly set forth in writing and signed by the Party so waiving. No failure to exercise, or delay in exercising, any rights, remedy, power, or privilege arising from this Agreement shall operate or be construed as a waiver thereof; nor shall any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power, or privilege.
- p. Assignment; Successors and Assigns. The District may not assign, transfer, or delegate any or all of its rights or obligations under this Agreement, including by operation of law, change of control, or merger, without the prior written consent of MSB. MSB may assign, transfer, or delegate any or all of its rights or obligations hereunder without the District's prior consent. No assignment shall relieve the assigning Party of any of its obligations hereunder. Any attempted assignment, transfer, or other conveyance in violation of the foregoing shall be null and void. This Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and their respective successors and permitted assigns.
- q. No Third Party Beneficiaries. This Agreement is for the sole benefit of the Parties hereto and their respective successors and permitted assigns and nothing herein, express or implied, is intended to or shall confer upon any other person any legal or equitable right, benefit, or remedy of any nature whatsoever, under or by reason of this Agreement.
- r. Severability. If any term or provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon such determination that any term or other provision is invalid, illegal, or unenforceable, the Parties hereto shall negotiate in good faith to modify this

Agreement so as to effect the original intent of the Parties as closely as possible in a mutually acceptable manner in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

s. Required Provisions.

- i. MSB verifies and affirms that it is not a foreign terrorist organization as identified on the list prepared and maintained by the Texas Comptroller of Public Accounts. If MSB has misrepresented its inclusion on the Comptroller's list, such omission or misrepresentation will void this Agreement.
- ii. Pursuant to Texas Government Code Chapter 2270, if this Agreement is valued at \$100,000 or more and if MSB has at least ten (10) full-time employees, then MSB represents and warrants to the District that MSB does not boycott Israel and will not boycott Israel during the term of this Agreement. This section does not apply to a sole proprietorship.
- iii. Pursuant to Texas Government Code Chapters 2274 and 809, if this Agreement is valued at \$100,000 or more and if MSB has at least ten (10) full-time employees, then MSB represents and warrants to the District that MSB does not boycott energy companies and will not boycott energy companies during the term of this Agreement. This provision does not apply to sole proprietorships.
- iv. Pursuant to Texas Government Code Chapter 2274, if this Agreement is valued at \$100,000 or more and if MSB has at least ten (10) full-time employees, then MSB represents and warrants to the District that MSB does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement. This provision does not apply to sole proprietorships.
- v. Pursuant to Texas Government Code Chapter 2272, the District is prohibited from contracting with any abortion provider or an affiliate of an abortion provider whereby the provider or affiliate received something of value derives from state or local tax revenue. Any contract entered into by the District is void if the prospective entity has such prohibited affiliation or contractual relationship. By entering into this Agreement, MSB is certifying to the District that it does not have such affiliation or contractual relationship.
- vi. Renewal of this contract (if appropriate) will be in accordance with the Texas Local Government Code Section 271.903 concerning the non-appropriation of funds for multi-year contracts. The District reserves the right to rescind the Agreement at the end of the District's fiscal year if it is determined that there are insufficient funds to extend the Agreement.

t. Federal Terms. MSB agrees to comply with the Federal Terms and Conditions attached hereto as Exhibit D.

u. No Waiver of Immunity. Except to the extent stated herein, nothing in this Agreement shall be construed as a waiver or relinquishment of any governmental immunities or defenses on behalf of the District, its trustees, officers, employees, or agents as a result of the execution of this Agreement or performance of the functions or obligations described herein.

[Signature Page Follows]

IN WITNESS WHEREOF, the Parties hereby execute this Agreement to be effective as of the Effective Date.

DISTRICT:

Copperas Cove ISD

By: _____

Name: _____

Title: _____

Date: _____

MSB:

MSB SCHOOL SERVICES, LLC

By: _____

Name: Tabbatha Callaway

Title: MSB CEO

Date: _____

EXHIBIT A

DESCRIPTION OF SERVICES

As the consulting and billing agent, MSB agrees to adhere to all rules and regulations that pertain to the submission of claims under the Rules and Regulations that govern School-Based Medicaid reimbursement programs.

MSB is pleased to provide the following Services to the District:

IMPLEMENTATION

- Integrations Set-up and Support
- Documentation Decisions & Departmental Sandbox Meetings including all services areas (Personal Care, Related Services, Transportation, Nursing)
- Financial Services (Goal Setting and Quarterly Check-ins)
- IEP Services Consultation including Parental Consent Procedures & Management, Personal Care Supplements Management, Prescriptions & Credentials Management

MEDICAID/SHARS ADMINISTRATION AND COMPLIANCE

- Unlimited access to assigned local Program Specialist who will provide a single point of contact to manage your entire Medicaid to schools program
- Complete enrollment management for National Provider Identifier
- Complete enrollment management for Texas Provider Identifier
- Complete management of Fairbanks (STAIRS) account
- Maintain annual state training certifications for Cost Reporting, Random Moment Time Study (RMTS) Participant List and MAC
- Complete management of quarterly RMTS Participant List certification, including staff training and response management
- State and federal Medicaid information, liaisons, and updates: Timely and accurate information regarding the rules and regulations associated with Medicaid reimbursement to schools
- Advise school districts in contract negotiations with non-employees regarding contract sections related to payment terms and proper documentation for billing purposes
- Complete management of Provider credentials to ensure they are current per SHARS billing guidelines
- Complete management of Professional Oversight of applicable Providers (COTA, PTA, SLPA, Grandfathered SLP, Delegated Nursing Services) per SHARS billing guidelines
- Complete management of Specialized Transportation sessions and claiming
- Daily monitoring of Provider participation in the SHARS program (Clinical documentation)

- Processing of all Medicaid claims using both paper logs and/or the electronic files generated by the school districts' health care practitioners and other qualified staff via X Logs™ service documentation
- Audit Provider clinical notation for SHARS compliance and deny or hold any sessions missing needed information
- Tracking and Reconciliation of all submitted claims from Texas Medicaid & Healthcare Partnership (TMHP), including the resubmission of rejected claims and the appeal of denied claims
- Reports which show the status of all Medicaid transactions, reimbursements and cataloging of electronic service delivery records
- Special reports as requested by the school districts
- Storage of all Remittance and Status reports from TMHP

SOFTWARE/SUPPORT/DATA HOSTING

- School data hosted on a secure server
- X Logs™ web-based software usage
- Unlimited technical support – 5 days a week via toll free number, Live Chat, and/or email
- Supporting documentation (Online User Guides, Video Tutorials)
- X Logs™ software updates
- Complete training on SHARS documentation requirements for staff

FINANCIAL SERVICES

- Complete analysis, audit and appeal/corrections of the previous two years' Cost Reports as allowed by the State
- Complete management of the annual Cost Reporting Process
- Complete management of the salary allocation for SSAs and Co-ops
- Provision of Cost Report Analysis annually in order to compare what was financial trends, variances, and make subsequent recommendations to work toward the most accurate, compliant, maximized submission. Additional review of subsequent cost reports to ensure the settlement trend is consistent across years. If an appeal opportunity is identified, MSB advises the district of the appeal and prepares the documentation to submit to the state. If no appeal is needed, MSB supports the district in next steps to waive the appeal and receive funds.
- Provision of audit services to defend methodologies and provide information and reasoning for what was reported. Cost reports are subject to audit for up to 7 years beyond the state submission date.
- Provision of administrative, consulting, statistical and audit services

- Complete management of the audit process, including but not limited to: audit preparation, facilitation to assist with proper procedure and rigorous compliance, and when appropriate interfacing with State Medicaid Agencies and State Education Agencies
- Complete management of Medicaid Administrative Claiming (MAC) enrollment
- Complete management of MAC financial certification
- Complete management of the Certification of Funds process

WORKSHOPS/TRAINING

- Complete training on SHARS documentation requirements for staff
- RMTS Training
- Access to a trainer from MSB to provide support, tips, and guidance on compliant billing.

EXHIBIT B

DISTRICT RESPONSIBILITIES

As the Provider of Record, the school district agrees to provide information to MSB that adheres to all Rules and Regulations that govern school-based Medicaid programs. Below is a list of responsibilities that the District agrees to fulfill:

The District is responsible for the following:

- Maintain X Logs™ forms and fields related to certifications, licensures, etc. of all staff for whose services the District is seeking reimbursement
- Maintain individual education programs (IEP)s within the school-based Medicaid program guidelines for all services for which the District is seeking reimbursement
- Maintain necessary paperwork related to all Medicaid required referrals, orders or recommendations for services for which the District is seeking reimbursement
- Maintain accurate attendance records
- Maintain accurate cost data for covered services
- Provide timely and comprehensive service-delivery documentation and submit to MSB for billing and record retention.
- Submit necessary financial documentation for cost reports, appeals, and MAC to MSB within the agreed upon timeframes in order to allow for accurate processing, analyzation, and submission.
- Maintain annual state training certifications for Cost Reporting, Random Moment Time Study (RMTS) Participant List and MAC
- Provide accountability for timely billing documentation in order to ensure financial goals are communicated and achieved.

EXHIBIT C

FEEs

This Exhibit C incorporates by reference the Pricing Proposal attached hereto as Schedule 1.

IMPLEMENTATION FEE:

Implementation Fee Payment Date: As set forth in the Pricing Proposal (if any).

To the extent set forth in the Pricing Proposal, the District shall pay MSB a one-time, flat implementation fee, in the amount set forth in the Pricing Proposal (the “**Implementation Fee**”) as compensation for the estimated time and expense incurred by MSB implementing the structure, processes, and procedures necessary for the Parties’ performance under this Agreement. The Implementation Fee (if any) shall be due and payable on as set forth in the Pricing Proposal.

ADMINISTRATION FEE:

Administration Fee Payment Date: As set forth in the Pricing Proposal (if any).

To the extent set forth in the Pricing Proposal, during the Term of this Agreement, the District shall pay MSB an annual administration fee (the “**Administration Fee**”), in accordance with this Exhibit C. The amount of each Administration Fee shall be calculated as set forth in the chart below, based on the District’s most recent number of IEPs as of the applicable payment date, and the initial Administration Fee (if any) shall be in the amount set forth in the Pricing Proposal. The initial Administration Fee (if any) is due and payable on the as set forth in the Pricing Proposal, and thereafter on each yearly anniversary of such payment date during the Term (if any). Each Administration Fee (if any) is earned when due and is not refundable.

Number of IEPs in applicable year	Annual Administration Fee
1-500	\$10,000
501-1,000	\$15,000
1,001-2000	\$20,000
2,001-5,000	\$35,000
5,001-7,000	\$50,000
7,001-9,000	\$100,000
9,001-20,000	\$125,000

CONTINGENCY FEE FOR FINANCIAL SERVICES:

The District shall additionally pay MSB a contingency fee (the “**Contingency Fee**”), in an amount equal to the applicable Contingency Percentage multiplied by the Contingency Revenue (as such terms are defined below). All applicable

Contingency Fees are payable to MSB regardless of whether the District receives the reimbursement(s) or other payments during or after the Term of this Agreement. For purposes of this Agreement: (i) the term “**Contingency Revenue**” means any and all amounts received by the District, via reimbursement or otherwise, as a result of any interim reimbursements, Cost Reports and Medicaid Administrative Claiming (MAC) prepared by MSB for the District during each year of the Term, together with all additional reimbursement identified by MSB through appeals for same prepared by previous District vendors, if any, and (ii) the term “**Contingency Percentage**” means the applicable percentage set forth in the Pricing Proposal or, if no such percentage is set forth in the Pricing Proposal, the percentage identified in the chart below, based on the District’s most recent number of IEPs; provided, that, the Contingency Percentage is subject to change each Renewal Term (if any) based on the District’s most recent number of IEPs.

The initial estimated Contingency Fee is set forth in the Pricing Proposal. Each Contingency Fee payment shall be due within thirty (30) days following receipt of invoice therefor from MSB. MSB shall submit such invoice promptly following MSB’s receipt of notification of an applicable reimbursement payment.

Number of IEPs in applicable year	Contingency Percentage
1-500	8%
501-1,000	7%
1,001-2000	6%
2,001-5,000	5%
5,001-7,000	4.5%
7,001-9,000	3%
9,001-20,000	3%

LICENSE FEE:

License Fee Payment Date: As set forth in the Pricing Proposal (if any).

To the extent set forth in the Pricing Proposal, the District shall additionally pay MSB an annual licensing fee in the amount set forth in the Pricing Proposal (the “**License Fee**”), each year during the Term. The initial License Fee (if any) is due and payable as set forth in the Pricing Proposal, and thereafter on each yearly anniversary of such payment date during the Term (if any). Each License Fee (if any) is earned when due and is not refundable.

TRAINING/WORKSHOP PACKAGES:

The District shall additionally pay MSB for each Training/Workshop Package (as identified below) purchased by the District, in the amounts set forth below (the “**Training Fees**”). To facilitate the District’s compliance with documentation and billing standards, the Parties agree that the District shall purchase at least one Training/Workshop Package each year of the Term but may purchase additional Training/Workshop Packages as agreed by the Parties. Payment of the Training Fees for each Training/Workshop Package is due upon receipt of invoice for same at time of purchase and is not refundable.

Package	# of Workshops	Type of Workshop	Price
Package A: Small District Workshop Package (<500 IEPs)	5	Live	\$5,000
Package B: 10 Live Workshop Package	10	Live	\$10,000
Package C: 10 Virtual Workshop Package	10	Virtual	\$2,500
Package D: 20 Live Workshop Package	20	Live	\$20,000
Package E: 20 Virtual Workshop Package	20	Virtual	\$5,000
Unlimited Package	Unlimited	Live & Virtual	\$30,000
Co-Op Package: 10 Live	10	Live	\$10,000

The initial agreed Training/Workshop Packages (if any) and the corresponding Training Fees due in connection therewith are set forth in the Pricing Proposal.

RECONCILIATION FEE:

The District shall pay MSB a Reconciliation Fee in accordance with this Section, unless the attached Pricing Proposal expressly provides that the District is exempt therefrom.

To the extent that, in any given year during the Term, the District Expenditure is less than the Reconciliation Minimum (as such terms are defined below), the District shall pay MSB a reconciliation fee (the “**Reconciliation Fee**”) in the amount equal to the Reconciliation Minimum, *less* the District Expenditure. For purposes of this Agreement: (i) the term “**District Expenditure**” means, for each year of the Term, the total amount of Fees paid by the District hereunder (other than the Implementation Fee); and (ii) the term “**Reconciliation Minimum**” means, for each year of the Term, an amount equal to the number of IEPs in such term, *multiplied by* \$100. Each “year” during the Term of this Agreement shall mean each 12 month period, commencing on the Effective Date. Each Reconciliation Fee will be invoiced by MSB promptly following the commencement of each year during the Term, and shall be paid within thirty (30) days of receipt of such invoice.

The following is an example Reconciliation Fee calculation, for illustrative purposes only. The following example assumes that, in the applicable year, the applicable school district: (i) has 1,000 IEPs in the applicable year, and (ii) paid MSB an Administration Fee of \$15,000, a Contingency Fees totaling \$55,000, a License Fee of \$10,000, and purchased \$10,000 of Training/Workshop Packages:

- Reconciliation Minimum = \$100,000 (i.e., \$100 x 1,000 IEPs)
- District Expenditure = \$90,000 (i.e., \$15,000 + \$55,000 + 10,000 + \$10,000)

- Reconciliation Fee = \$10,000 (i.e., \$100,000 - \$90,000)

PAYMENTS UPON TERMINATION:

In the event the District terminates this Agreement prior to expiration of the Term, then the District agrees to immediately pay MSB: (i) all unpaid Administration Fees, License Fees, and Training Fees otherwise payable to MSB during the Term; and (ii) the estimated amount of the Contingency Fee that would be due to MSB had the District not terminated the Agreement early (as determined by MSB in good faith). If the Cost Report payments and/or MAC payments received by District is higher than MSB's estimated Contingency Fee, the District will pay the amount of the excess multiplied by the Contingency Fee rate stated above within 30 days of receipt of the excess amount. The Parties hereby agree that the amounts described in this paragraph represent a reasonable estimate of the damages MSB will suffer as a result of the District's early termination and that the amounts are not penal in nature. The District hereby waives all challenges to the payment of the amounts described in this paragraph as penal or unreasonable.

SCHEDULE 1
PRICING PROPOSAL

Please see attached Pricing Proposal.

EXHIBIT D**Federal Terms and Conditions****FEDERAL TERMS AND CONDITIONS****EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR)
Contracts Under Federal Awards – Required Terms and Conditions**

Pursuant to 2 CFR § 200.326, all contracts, including small purchases, awarded by the District (“DISTRICT”) and the DISTRICT’s sub-contractors shall contain the procurement provisions of Appendix II to Part 200, as applicable. Accordingly, in addition to other terms and conditions herein provided, the following provisions are incorporated into the Agreement, as applicable, and Contractor agrees to comply with these provisions:

- (A) Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when the DISTRICT expends federal funds, the DISTRICT reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

- (B) All contracts in excess of \$10,000.00 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, when the DISTRICT expends federal funds, the DISTRICT reserves the right to immediately terminate any agreement in excess of \$10,000 resulting from this procurement process in the event of a breach or default of the agreement by Vendor in the event Vendor fails to: (1) meet schedules, deadlines, and/or delivery dates within the time specified in the procurement solicitation, contract, and/or a purchase order; (2) make any payments owed; or (3) otherwise perform in accordance with the contract and/or the procurement solicitation. The DISTRICT also reserves the right to terminate the contract immediately, with written notice to vendor, for convenience, if the DISTRICT believes, in its sole discretion that it is in the best interest of the DISTRICT to do so. Vendor will be compensated for work performed and accepted and goods accepted by the DISTRICT as of the termination date if the contract is terminated for convenience of the DISTRICT. Any award under this procurement process is not exclusive and the DISTRICT reserves the right to purchase goods and services from other vendors when it is in the DISTRICT’s best interest.

- (C) Equal Employment Opportunity. Except as otherwise provided under 41 C.F.R. Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 C.F.R. Part 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 F.R. 12319, 12935, 3 C.F.R. Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 C.F.R. part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

Pursuant to Federal Rule (C) above, when the DISTRICT expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

- (D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000.00 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 C.F.R. Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a

rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 C.F.R. Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or sub-recipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when the DISTRICT expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

- (E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000.00 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when the DISTRICT expends federal funds, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award for all contracts by the DISTRICT resulting from this procurement process.

- (F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 C.F.R. § 401.2(a) and the recipient or sub-recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

EDGAR FEDERAL TERMS & CONDITIONS

Pursuant to Federal Rule (F) above, when federal funds are expended by the DISTRICT, Vendor certifies that during the term of an award for all contracts by the DISTRICT resulting from this procurement process, Vendor agrees to comply with all applicable requirements as referenced in Federal Rule (F) above.

- (G) Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (“EPA”).

Pursuant to Federal Rule (G) above, when federal funds are expended by the DISTRICT, Vendor certifies that during the term of an award for all contracts by the DISTRICT resulting from this procurement process, Vendor agrees to comply with all applicable requirements as referenced in Federal Rule (G) above.

- (H) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 C.F.R. 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (“SAM”), in accordance with the OMB guidelines at 2 C.F.R. 180 that implement Executive Orders 12549 (3 C.F.R. part 1986 Comp., p. 189) and 12689 (3 C.F.R. part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contain the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (H) above, when federal funds are expended by the DISTRICT, Vendor certifies that during the term of an award for all contracts by the DISTRICT resulting from this procurement process, Vendor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

- (I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000.00 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (I) above, when federal funds are expended by MISD, Vendor certifies that during the term and after the awarded term of an award for all contracts by MISD resulting from this procurement process, the vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The undersigned further certifies that:

- (1) No Federal appropriated funds have been paid or will be paid for on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence

an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying”, in accordance with its instructions.

- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.
- (J) Contract Cost and Price - §200.323. (a) The non-Federal entity must perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-Federal entity must make independent estimates before receiving bids or proposals. (b) The non-Federal entity must negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (c) Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the non-Federal entity under Subpart E—Cost Principles of this part. The non-Federal entity may reference its own cost principles that comply with the Federal cost principles. (d) The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.

Pursuant to Federal Rule (J) above, when federal funds are expended by the DISTRICT, Vendor certifies that during the term of an award for all contracts by the DISTRICT resulting from this procurement process, Vendor agrees to comply with all applicable requirements as referenced in Federal Rule (J) above.

- (K) Prohibition on Certain Telecommunications and Video Surveillance Services or Equipment - §200.216. Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to: (1) Procure or obtain; (2) Extend or renew a contract to procure or obtain; or (3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities). (i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities). (ii) Telecommunications or video surveillance services provided by such entities or using such equipment. (iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country. In implementing the prohibition under Public Law 115-232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained. See Public Law 115-232, section 889 for additional information. See also §200.471.

EDGAR FEDERAL TERMS & CONDITIONS

MSB – Software-as-a-Service Agreement – TEXAS Districts

Pursuant to Federal Rule (K) above, when federal funds are expended by the DISTRICT, Vendor certifies that during the term of an award for all contracts by the DISTRICT resulting from this procurement process, Vendor agrees to comply with all applicable requirements as referenced in Federal Rule (K) above.

- (L) Domestic Preferences for Procurements - §200.322. (a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award. (b) For purposes of this section: (1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. (2) "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

Pursuant to the Federal Rule above, the DISTRICT has a preference for goods, products, or materials produced in the United when spending federal funds. Vendor agrees to comply with all applicable requirements as referenced in Federal Rule (L) above.

- (M) Procurement of Recovered Materials. For all contracts greater than \$10,000.00, Vendor agrees to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act and any implementing regulations where applicable and provide such information and certifications as the DISTRICT may require to confirm estimates and otherwise comply. The requirements of Section 6002 includes (1) procuring only items designated in guidelines of the Environmental Protection Agency ("EPA") at 40 C.F.R. Part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000.00 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000.00; (2) procuring solid waste management services in a manner that maximizes energy and resource recovery; and (3) establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Pursuant to the Federal Rule above, when federal funds are expended by the DISTRICT, as required by the Resource Conservation and Recovery Act of 1976 (42 U.S.C. § 6962(c) (3) (A) (i)), the vendor certifies, by signing this document, that the percentage of recovered materials content for EPA-designated items to be delivered or used in the performance of the contract will be at least the amount required by the applicable contract specifications or other contractual requirements.

- (N) Small, Minority, Women's Business Enterprises, and Labor Surplus Affirmative Steps. If any subcontracts are to be let by the Contractor, Contractor will be required to shall take affirmative steps to encourage participation by and facilitate contracting with small and minority businesses, women's business enterprises and labor surplus area business firms as set out in 2 C.F.R. 200.321. The affirmative steps include the following: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of

Commerce; (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

- (O) Records Retention Requirements for Contracts Involving Federal Funds. When federal funds are expended by DISTRICT for any contract resulting from this procurement process, Vendor agrees to comply with the record retention requirements detailed in 2 CFR § 200.333. Vendor further certifies that it will retain all records as required by 2 CFR § 200.333 for a period of three years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

- (P) Equal Employment Statement. It is the policy of DISTRICT not to discriminate on the basis of race, color, national origin, sex, religion, age, (applies to individuals who are 40 years of age or older), disability, or genetic information in its programs. Vendor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. Vendor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Vendor agrees not to discriminate against any employee or applicant for employment to be employed in the performance of this Contract, with respect to hire, tenure, terms, conditions and privileges of employment, or a matter directly or indirectly related to employment, because of age (except where based on a bona fide occupational qualification), sex (except where based on a bona fide occupational qualification) or race, color, religion, national origin, or ancestry. Vendor further agrees that every subcontract entered into for the performance of this Contract shall contain a provision requiring non-discrimination in employment herein specified, binding upon each subcontractor. Breach of this covenant may be regarded as a material breach of the Contract.

- (Q) Certification of Access to Records - 2 C.F.R. § 200.336. Vendor agrees that the DISTRICT's Inspector General or any of their duly authorized representatives shall have access to any books, documents, papers and records of Vendor that are directly pertinent to Vendor's discharge of its obligations under the Contract for the purpose of making audits, examinations, excerpts, and transcriptions. The right also includes timely and reasonable access to Vendor's personnel for the purpose of interview and discussion relating to such documents.

- (R) Copyright. All contracts paid from state or federal grants administered by the Texas Education Agency ("TEA") must retain copyright for TEA and for the federal government (if a federally funded contract) unless otherwise negotiated in writing with TEA. Pursuant to the provisions in 2 C.F.R. 200.315, title to intangible property vests in the DISTRICT as long as such property is used for authorized purposes. However, TEA and the federal awarding agency reserve a royalty-free, nonexclusive and irrevocable right to reproduce, public, or otherwise use the work for federal purposes, and to authorize others to do so.

- (S) Certification of Compliance with the Energy Policy and Conservation Act. When DISTRICT expends federal funds for any contract resulting from this procurement process, Vendor certifies that it will comply with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6321 et seq.; 49 C.F.R. Part 18).

- (T) Certification of Compliance with Buy America Provisions. DISTRICT has a preference for domestic end products for supplies acquired for use in the United States when spending federal funds (purchases that are made with non-federal funds or grants are excluded from the Buy America Act).

EDGAR FEDERAL TERMS & CONDITIONS

Vendor certifies that it is in compliance with all applicable provisions of the Buy America Act.

(U) For all professional services contracts paid with federal funds, the contract contains the following provisions:

1. All services will be completed during the effective dates of the contract.
2. All services will be paid only upon receipt of a proper invoice that coincides with the contract upon verification that the services were satisfactorily performed in accordance with the description in the contract. For ongoing services, payment may be made at the end of every month upon receipt of the invoice. Contractors will not be paid in advance.
3. The invoice provided by the contractor will include the list of services provided, dates of services, and location(s) where services were provided during the billing period.
4. The DISTRICT complies with the regulations pertaining to procurement in 2 C.F.R. § 200.318 - 323.
5. The DISTRICT complies with the provisions in 2 C.F.R. § 200.459 pertaining to allowable professional service costs.
6. The contract will identify the funding source(s) that will be charged for the services provided, including the specific amount and/or percentage of the total contract amount to be charged to each funding source.
7. The contract will identify and list only reasonable, necessary, and allocable services to be provided in accordance with the funding sources that will be charged.
8. The administrative costs charged to the grant in the contract must be reasonable and must comply with any statutory limitations for administrative costs specified in the federal program funding source.

(V) Applicability to Subcontractors. Vendor agrees that all contracts it awards pursuant to the contract shall be bound by the foregoing terms and conditions.

(W) The Vendor also represents and warrants compliance with all applicable federal, state, and local laws, rules, regulations, and ordinances. It is further acknowledged that Vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted below:

1. Americans with Disabilities Act, P. L. 101-336, 42 U.S.C. section 12101, and the regulations effectuating its provisions contained in 28 C.F.R. Parts 35 and 36, 29 C.F.R. Part 1630, and 47 C.F.R. Parts 0 and 64.
2. Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 C.F.R. Part 100.
3. Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination in educational institutions), and the regulations effectuating its provisions contained in 34 C.F.R. Part 106, if the Vendor is an educational institution.
4. Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on basis of handicapping condition), and the regulations effectuating its provisions contained in 34 C.F.R. Part 104.
5. Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 C.F.R. Part 110.
6. Family Educational Rights and Privacy Act ("FERPA") of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including Privacy Rights of Parents and Students (34 C.F.R. Part 99), if the Vendor is an educational institution (20 U.S.C. 1232g).
7. Section 509 of H.R. 5233, as incorporated by reference in P. L. 99-500 and P. L. 99-591 (prohibition against the use of federal grant funds to influence legislation pending before Congress).

8. Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P. L. 107-110, Section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P. L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act, and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303[e][1]).
9. Buy America Act: DISTRICT, to the greatest extent practicable, has a preference for domestic end goods, products, or materials for supplies acquired for use in the United States when spending federal funds (purchases that are made with non-federal funds or grants are excluded from the Buy America Act). The Vendor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500.00 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U.S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. The Vendor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-25.2).
10. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
11. Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).
12. Trafficking Victims Protection Act of 2000 ("TVPA"), as amended (22 U.S.C. 7104[g]): In accordance with 2 C.F.R. 175, this award may be terminated unilaterally, without penalty, if Contractor or an employee of Contractor violates any of the applicable prohibitions of this award term through conduct that is either associated with performance under this award or imputed to Contractor using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 C.F.R. 85.630. Contractor and Contractor's employees may not (i) Engage in severe forms of trafficking in persons during the period of time that the award is in effect; (ii) Procure a commercial sex act during the period of time the award is in effect; or (iii) Use forced labor in the performance of the award or subaward.
13. Fair Labor Standards Act (29 U.S.C. 207), as applicable, and their implementing regulations in 29 CFR 500-899.
14. Energy Policy and Conservation Act (42 USC 6321 et seq.; 49 CFR Part 18) and the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the EPCA.

PRICING SHEET

We simplify Medicaid so you can impact students.

IMPLEMENTATION SERVICES



\$5,000

- Success Roadmapping
- Integrations Set-up and Support
- Documentation Decisions & Departmental Sandbox Meetings
- Financial Services (Goal Setting and Quarterly Check-ins)
- IEP Services Consultation

X LOGS LICENSING FEE



\$20,291

- Billing & Documentation Tool
- Unlimited Users
- Access to Client Care
- Virtual Assistant
- X Logs Resource Center
- Unlimited Static Reports
- IEP Service Analysis
- Progress Monitoring
- Data Retention

ANNUAL ADMINISTRATION SERVICES



\$10,000

- RMTS / Participant List
- Data Entry
- Provider Utilization of X Logs
- Administrative Support
- MAC (if applicable)
- Integrations Monitoring
- Billing Management & Strategy

COST REPORT SERVICES



4.5%

- Data Collection and Financial Processing
- Preparation / Analyzation of the Cost Report
- 3 Year Analyses Reviews
- 60 Day Corrections
- Recommendations & Support
- Desk Review / Audit Support
- Informal/Formal Appeal Recommendations & Support

WORKSHOP/TRAINING SERVICES



\$5,000

- 2 Hour Sessions per 40 Attendees

*Discover how MSB can help you achieve your goals with our comprehensive range of services that cater to **every need.***

PROPOSAL

Date: 07/17/24

District: Copperas Cove ISD

MSB Representative Jaime Callahan

jcallahan@msbconnect.com

737-349-1923

Sped Population

Individual ISD: 1,503

Cooperative Total: 1,503

Cooperative Cost Allocation: 100.00%

Special Education Medicaid Percentage 63.01%

Number of Special Education Students 1,503

Number of IEPs as of 07/17/24 947

SHARS Program Reimbursement
(estimated)

\$2,935,700.00

Proposal

FREQUENCY	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
One-Time	Implementation Fee	1	\$17,885.70	\$5,000 <i>Discounted</i>
Annual	License Fee	1,503	(\$36) \$40,581.00	\$20,291 <i>50%</i>
Annual	Training Fee Package B: 10 Live Workshop	1	\$10,000.00	\$5,000 <i>50%</i>
Annual	Administration Fee	1	\$20,000.00	\$10,000 <i>50%</i>
Annual	Contingency Fee <i>Cost Report & MAC</i>	\$2,054,990.00 <i>(estimated)</i>	4.5%	\$92,474.55 <i>Paid after receipt of 2024 CR Settlement</i>
Annual	Reconciliation Fee	\$0.00	\$0.00	\$0.00
			One-Time	\$5,000
			Annual Year 1	\$40,291

Payment Date

Flat Fees: Within 30 days of contract signature

Contingency Fee: Within 30 days of payment

50% Discount to Flat Fees for 3 years. Discount offer expires in 30 days.

Year 1 Flat Fees - \$40,291; Year 2 Flat Fees \$35,291

Signature: _____

CONFIDENTIALITY NOTICE: This message and any accompanying documents contain information belonging to the sender which may be confidential and legally privileged. This information is only for the use of the individual or entity to which it was intended.

EXPIRATION: This proposal is good for a period of up to 30 days from the date of the proposal

Document Details

Title	TX MSB Services Agreement Contract (New & Renewal)
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Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE HEALTH AND HUMAN SERVICES COMMISSION
ABSTINENCE EDUCATION PROGRAM
AND
COPPERAS COVE INDEPENDENT SCHOOL DISTRICT**

This Memorandum of Understanding ("MOU") is entered into by and between Copperas Cove Independent School District (CCISD) and the Texas Health and Human Services Commission ("HHSC") on behalf of its Abstinence Education Program (AEP). CCISD and HHSC may be referred to in this MOU individually as a "Party" and, collectively, the "Parties."

WHEREAS, HHSC and CCISD share a mutual interest in seeing that the Abstinence Education curricula be provided for further educational and personal growth and development; and

WHEREAS, CCISD proposes to institute such an educational program to be known as the LifeGuard Sex Character and Sexuality Education program; and

WHEREAS, CCISD will provide class presentations and additional activities as mutually agreed upon by the Parties to the identified students; and

WHEREAS, HHSC is willing to provide such services at no cost;

NOW, THEREFORE, in consideration of the mutual promises herein expressed HHSC and CCISD agree as follows:

I. PURPOSE

1. The purpose of this MOU is to state our mutual commitment to work cooperatively and expeditiously to meet or exceed the objectives and performance measures of the program. This Agreement is NOT intended to be a binding contract by either party (no financial obligations) and may be terminated (by either) with a 30-day written notice stating that the party (or parties) no longer desire to continue the relationship. The relationship can be terminated with or without cause. If terminated by the performing school prior to or during implementation. The performing school will be liable for cost related to the training of staff and the cost of postage to return of all curricula materials to HHSC within 30 days of termination notice.
2. HHSC and CCISD are entering this MOU in good faith and with the expectation that each Party will fulfill its obligations as described in this MOU.
3. This MOU will be performed without payment between the Parties. The consideration for this MOU is, for CCISD, to deliver the sexual risk avoidance curricula in accordance with the requirements, to administer the sexual risk avoidance survey to participating youth, and exchange of survey and participant data with HHSC.

HHSC establishes this agreement in the intent to utilize a Sexual Risk Avoidance Model and for both partners to agree to work together to successfully implement Choosing The Best to promote optimal health among adolescents and their families.

HHSC, Abstinence Education program mission is to provide Sexual Risk Avoidance Education (SRAE) that incorporates the program components below:

- Ensures that the unambiguous and primary emphasis and context for each topic is a message to youth that normalizes the optimal health behavior of avoiding nonmarital sexual activity;
- Information must be medically accurate and complete;
- Be age appropriate;
- Be based on adolescent learning and developmental theories for the age group receiving the education;
- Be culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences;
- Provide the holistic individual and social benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future;
- Providing information on the advantage of refraining from nonmarital sexual activity in order to improve the future prospects and physical and emotional health of youth;
- Making youth aware of the increased likelihood of avoiding poverty when attaining self-sufficiency and emotional maturity before engaging in sexual activity;
- Providing the foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families;
- Teaching how other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex;
- Teaching how to resist, avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior; and
- Providing education on sexual risk avoidance that ensures that any information provided on contraception is medically accurate., Ensures students understand that contraception offers physical risk reduction, but not risk elimination, and does not include demonstrations, simulations, or distribution of contraceptive devices.

Role and Responsibilities:

HHSC will:

1. Grant permission to CCISD, to use Choosing The Best materials/curricula as part of their sexual risk avoidance model at no cost;
2. Provide training to school staff (as applicable) to ensure the curricula will be implemented with qualified and trained staff;
3. Provide guidance and approval on making any modifications to the curricula to ensure cultural appropriateness and/or compliance with Office of Adolescent Health (OAH) medical accuracy review (when applicable);
4. Provide survey and reporting tools necessary to adhere to grant requirements;
5. Provide curricula fidelity monitoring tool (when applicable) that can assist staff in implementing the curricula as intended and with high quality;
6. Perform on-site observations, monitor fidelity, and quality of implementation; and
7. Provide technical assistance and training support during implementation as needed.

CCISD will:

1. Utilize Choosing The Best to serve youths in the target area;
2. Must obtain parental consents prior to youths attending SRAE curriculums and provide copies to HHSC when requested;
3. School Educators are required to report on the following efficiency measures:
 - a. Sex of Youths;
 - b. Age;
 - c. Ethnicity;
 - d. Unduplicated number of Youths served for each program session;
 - e. Total number of class hours provided to youths; and,
 - f. Ethnicity;
4. Must complete a pre and post program performance evaluations;
5. Must assure teaching staff attend all required Choosing The Best training to ensure staff are prepared to teach program with fidelity and quality;
6. With prior approval from HHSC, make necessary adaptations/modifications to comply with the OAH and ensure cultural relevance to the target population;
7. Allow HHSC to conduct observation and site visits to monitor fidelity and quality of implementation; and
8. Request technical assistance and/or support as needed.


Both partners will share information and participate in the evaluations as necessary.

Signature

Printed Name and Title

Organization

Date



Signature

Dr. Joe Burns Superintendent

Printed Name and Title

Compass Care ISD

Organization

07/18/24

Date



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address



Board of Trustees

Date of Meeting

Item Type

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Contact Person

E-Mail Address

Copperas Cove Independent School District



**Student Code of Conduct
2024-2025**

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Student Code of Conduct

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at jimmy@ccisd.com or call 254-547-1227 and ask to speak with Dr. Jimmy Shuck, Assistant Superintendent for Operations and Support.

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing, and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Copperas Cove ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day.
2. While the student is traveling on district transportation.
3. During lunch periods in which a student is allowed to leave campus.
4. At any school-related activity, regardless of time or location.
5. For any school-related misconduct, regardless of time or location.
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
7. When a student engages in cyberbullying, as defined by Education Code 37.0832.
8. When criminal mischief is committed on or off school property or at a school-related event.
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line.
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

CCISD claims exemption from designating a Campus Behavior coordinator on each campus per the district approved District of Innovation Plan.

Threat Assessment and Safe and Supportive School Team

The appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

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.

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs) and uniformed school marshals to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the campus principals and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

1. Enforcing applicable federal, state, and local laws and ordinances;
2. Investigating criminal activity and accidents occurring on District property;
3. Patrolling areas within or in the vicinity of the geographical boundaries of the District;
4. Being a visible presence during the school day in order to assist the District and campus administration with general public safety services during school hours. The SRO shall not act as a school disciplinarian. If the campus principal or staff person believes an incident involves a violation of the law or threat to public safety, the principal or staff person may contact an SRO who will determine whether law enforcement action is warranted and appropriate; and
5. Responding to police calls for service on District campuses during the course of the regular school day.

The law enforcement duties of a uniformed school marshal are:

1. A Marshal may make arrests and exercise all authority given to peace officers under Section 2, Chapter 2, Article 2.127, Code of Criminal Procedure, but only to the extent necessary to prevent or abate the commission of an offense that threatens serious bodily injury or death of students, faculty, or visitors on school premises.
 - a. "Serious bodily injury" means bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ (Texas Penal Code Sec. 1.07(a)(46)).
2. A Marshal may not issue a traffic citation for a violation of Chapter 521, Transportation Code, or Subtitle C, Title 7 Transportation Code.

District security personnel are to provide services consistent with the terms of the agreement, the comprehensive safety plan, and Board Policy.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. 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), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 24 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 17, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 26, and **Expulsion** on page 29, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 16.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device.
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon.
- An air gun or BB gun.
- Ammunition.
- A hand instrument designed to cut or stab another by being thrown.
- A firearm silencer or suppressor.
- *A location-restricted knife.
- *A club.
- *A firearm.
- A stun gun.
- Knuckles.
- A pocketknife or any other small knife.
- Mace or pepper spray.
- Pornographic material.
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device.
- Matches or a lighter.
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 29 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

General Conduct Violations

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

Discipline Management Techniques

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 17.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 26.
- Expulsion, as specified in **Expulsion** on page 29.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.

Discipline Management Techniques

- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus administrator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus administrator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus administrator shall send written notification by U.S. Mail. If the campus administrator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus administrator's office, the central administration office, or through Policy Online® at the following address: [CCISD Homepage](https://www.ccisd.com/)¹.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

¹ <https://www.ccisd.com/>

Removal from the School Bus

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

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, Director of Transportation may restrict or revoke a student's transportation privileges, in accordance with law.

DO WE NEED TO ADD THE SAFETY CRITERIA FOR THE BUSES HERE?CHECK IN HANDBOOK?

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus administrator's office as a discipline management technique. The campus administrator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus administrator or other appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus administrator or other appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus administrator or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05.
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus administrator or other appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus administrator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus administrator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunctions with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus administrator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public-school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public-school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

Disciplinary Alternative Education Program (DAEP) Placement

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus administrator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 29.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

Disciplinary Alternative Education Program (DAEP) Placement

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 29.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus hearing officer.

Conference

When a student is removed from class for a DAEP offense, the campus hearing officer or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus hearing officer or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus administrator shall take into consideration:

1. Self-defense (see **glossary**),

Disciplinary Alternative Education Program (DAEP) Placement

2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the campus hearing officer shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the campus hearing officer is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the campus hearing officer is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus hearing officer shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Disciplinary Alternative Education Program (DAEP) Placement

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus hearing officer or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus administrator's office, the central administration office, or through Policy Online[®] at the following address: [CCISD Homepage](https://www.ccisd.com/)².

Appeals shall begin at Level I with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

² <https://www.ccisd.com/>

Disciplinary Alternative Education Program (DAEP) Placement

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall be provided transportation unless the reason for the placement is a result of an infraction that occurred on school transportation. Eligible students placed in a DAEP shall be subject to denial of transportation privileges under procedures established by the DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus hearing officer or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus hearing officer may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

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The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus hearing officer may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus hearing officer or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

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

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus hearing officer makes certain findings and the following circumstances exist in relation to

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aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus hearing officer or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student

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or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

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

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LLEGAL).]
- A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus hearing officer or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus hearing officer or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Director of Student Services or the Assistant Superintendent for Operations and Support in the absence of the Director of Student Services the authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Director of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus hearing officer or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus hearing officer or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined 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:

1. 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 damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. 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;
2. 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
3. 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.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;

- g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 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:

1. Any type of physical brutality;
2. 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;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. 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. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

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

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or

6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

Copperas Cove ISD

2024-2025 List of Approved TTESS Appraisers

Aguilera-Nwachuku, Edleen	Phillips, Tracie
Alaniz, Felix	Shannon, Jeff
Baney, Katherine	Sharp, Angie
Burse, Lydia	Shuck, Jimmy
Chauvin, Marshall	Shuck, Rebecca
Clow, James	Smith, Indira
Crawley, Amanda	Stubbs, Bethany
Cresswell, Jennifer	Sweeney, Tonya
Golden, Stacie	Temples, Denisa
Grammer, Carlin	Thompson, Kelly
Green, Bobbie	Turner, Breanne
Heath, Clifton	Turner, Robert
Jackson, Carolyn	Vazquez, Vanessa
Kenobbie, Megan	Williams, Todd
Kuhn, Kelcie	Crawley, Patrick
Lavalle, Cynthia	Jost, Jodie
Linnane, Rebecca	Grabitz, Robin
Loubiere, Amber	Sharp, Angie
McKinney, Lonnie	Gonzaleferregut, Nora
Miller, Leah	
Moss, Samantha	
Nelson, Lauren	
Orr, Betsy	
Patterson, Tracy	
Peacock, Heather	
Perry, Sandra	



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
Statement of Revenues, Expenditures and Changes in Fund Balance
July 31, 2024

	CURRENT YEAR 2023 - 2024				PRIOR YEAR 2022 - 2023			
	Original Budget	Amended Budget	Actual	Percent of Amended Budget	Original Budget	Final Budget	Actual	Percent of Final Budget
REVENUES								
Property Tax Collection (including delinquencies)	\$ 15,488,000	\$ 15,488,000	\$ 14,616,459	94.37%	\$ 18,671,332	\$ 18,671,332	\$ 18,319,391	98.12%
Other Local and Intermediate Sources	\$ 1,535,000	\$ 1,535,000	\$ 4,100,416	267.13%	\$ 370,000	\$ 2,882,214	\$ 2,107,620	73.13%
	\$ 65,068,809	\$ 65,068,809	\$ 66,667,523	102.46%	\$ 57,716,082	\$ 61,243,953	\$ 60,807,429	99.29%
Federal Program Revenues*	\$ 1,500,000	\$ 1,500,000	\$ 14,922,522	994.83%	\$ 1,300,000	\$ 8,793,140	\$ 9,739,177	110.76%
	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Other Financing Sources	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
<i>*Received Impact Aid Payments of \$5,138,158 and \$4,597,663 on 9-9-2023 and 11-13-23, respectively</i>								
Total Revenues	\$ 83,591,809	\$ 83,591,809	\$ 100,306,921	120.00%	\$ 78,057,414	\$ 91,590,639	\$ 90,973,617	99.33%
EXPENDITURES								
11 - Instructional	\$ 54,966,456	\$ 55,046,955	\$ 48,718,142	88.50%	\$ 48,789,637	\$ 51,523,073	\$ 46,389,885	90.04%
12 - Instructional Resources and Media Services	\$ 1,217,636	\$ 1,217,636	\$ 1,158,659	95.16%	\$ 1,165,679	\$ 1,220,839	\$ 1,111,464	91.04%
13 - Curriculum and Instructional Staff Developmer	\$ 346,277	\$ 348,277	\$ 283,113	81.29%	\$ 376,538	\$ 472,021	\$ 330,847	70.09%
21 - Instructional Leadership	\$ 2,030,645	\$ 2,030,645	\$ 1,887,650	92.96%	\$ 2,130,908	\$ 2,164,457	\$ 1,907,762	88.14%
23 - School Leadership	\$ 4,318,735	\$ 4,315,735	\$ 3,888,674	90.10%	\$ 4,301,552	\$ 4,301,552	\$ 3,863,243	89.81%
31 - Guidance, Counseling and Evaluation Service:	\$ 2,819,063	\$ 2,820,063	\$ 2,510,928	89.04%	\$ 2,392,981	\$ 2,960,825	\$ 2,544,664	85.94%
32 - Social Work Services	\$ 273,095	\$ 273,095	\$ 267,353	97.90%	\$ 261,711	\$ 262,711	\$ 253,990	96.68%
33 - Health Services	\$ 763,250	\$ 763,250	\$ 744,284	97.52%	\$ 711,440	\$ 738,258	\$ 663,294	89.85%
34 - Student (Pupil) Transportation	\$ 3,418,401	\$ 3,418,401	\$ 3,560,883	104.17%	\$ 3,162,333	\$ 3,730,575	\$ 3,276,312	87.82%
35 - Food Service	\$ 30,000	\$ 30,000	\$ 3,480	11.60%	\$ 30,000	\$ 110,000	-	-
36 - Cocurricular/Extracurricular Activities	\$ 2,810,372	\$ 2,809,872	\$ 2,568,959	91.43%	\$ 2,837,065	\$ 2,949,954	\$ 2,538,067	86.04%
41 - General Administration	\$ 2,598,669	\$ 2,598,669	\$ 2,175,016	83.70%	\$ 2,365,432	\$ 2,378,387	\$ 2,092,554	87.98%
51 - Plant Maintenance and Operations	\$ 9,269,304	\$ 9,269,304	\$ 8,187,884	88.33%	\$ 7,893,065	\$ 10,475,992	\$ 9,100,000	86.87%
52 - Security and Monitoring Services	\$ 1,749,569	\$ 1,749,570	\$ 1,533,906	87.67%	\$ 654,234	\$ 1,076,862	\$ 879,931	81.71%
53 - Data Processing Services	\$ 3,192,363	\$ 3,112,363	\$ 2,834,394	91.07%	\$ 2,919,035	\$ 3,007,677	\$ 2,664,192	88.58%
61 - Community Services	\$ 10,300	\$ 10,300	\$ -	-	\$ 10,300	\$ 10,300	\$ 189	1.84%
81 - Facilities Acquisition and Construction	-	-	\$ 14,562	-	\$ 250,000	\$ 451,637	\$ 196,551	43.52%
99 - Other Intergovernmental Charges	\$ 362,600	\$ 362,600	\$ 391,486	107.97%	\$ 335,000	\$ 377,278	\$ 352,278	93.37%
Other Financing Uses	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Total Expenditures	\$ 90,176,735	\$ 90,176,735	\$ 80,729,373	89.52%	\$ 80,586,910	\$ 88,212,398	\$ 78,165,223	88.61%
Excess (Deficiency) of Revenues Over Expenditure	\$ (6,584,926)	\$ (6,584,926)	\$ 19,577,549	-	\$ (2,529,496)	\$ 3,378,241	\$ 12,808,394	-

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND
Statement of Revenues, Expenditures and Changes in Fund Balance
July 31, 2024

	CURRENT YEAR 2023 - 2024				PRIOR YEAR 2022 - 2023			
	Original Budget	Amended Budget	Actual	Percent of Amended Budget	Original Budget	Final Budget	Actual	Percent of Final Budget
REVENUES								
Property Tax Collection (including delinquencies)	\$ 1,590,065	\$ 1,590,065	\$ 1,475,203	92.78%	\$ 1,361,048	\$ 1,361,048	\$ 1,481,922	108.88%
Other Local and Intermediate Sources			\$ 86,805				\$ 65,321	
State Program Revenues	\$ 475,655	\$ 475,655	\$ 365,537	76.85%	\$ 549,052	\$ 549,052	\$ 610,262	111.15%
	\$ -		\$ -			\$ -		
Other Financing Sources	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Total Revenues	\$ 2,065,720	\$ 2,065,720	\$ 1,927,545	93.31%	\$ 1,910,100	\$ 1,910,100	\$ 2,157,505	112.95%
EXPENDITURES								
71 - Debt Service	\$ 1,852,000	\$ 1,852,000	\$ 54,000	2.92%	\$ 1,852,850	\$ 1,852,850	\$ 78,675	4.25%
Other Financing Uses	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Total Expenditures	\$ 1,852,000	\$ 1,852,000	\$ 54,000	2.92%	\$ 1,852,850	\$ 1,852,850	\$ 78,675	4.25%
Excess (Deficiency) of Revenues Over Expenditures	\$ 213,720	\$ 213,720	\$ 1,873,545		\$ 57,250	\$ 57,250	\$ 2,078,830	

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND
Statement of Revenues, Expenditures and Changes in Fund Balance
July 31, 2024

	CURRENT YEAR 2023 - 2024				PRIOR YEAR 2022 - 2023			
	Original Budget	Amended Budget	Actual	Percent of Amended Budget	Original Budget	Final Budget	Actual	Percent of Final Budget
REVENUES								
Local and Intermediate Sources	\$ 549,100	\$ 549,100	\$ 587,682	107.03%	\$ 180,800	\$ 180,800	\$ 599,108	331.37%
State Program Revenues*	\$ 41,370	\$ 380,892	\$ 433,542	113.82%	\$ 41,500	\$ 361,695	\$ 299,182	82.72%
Federal Program Revenues	\$ 4,259,451	\$ 4,259,451	\$ 2,896,437	68.00%	\$ 4,327,777	\$ 4,327,777	\$ 2,961,367	68.43%
Other Sources								
Total Revenues	\$ 4,849,921	\$ 5,189,443	\$ 3,917,661	75.49%	\$ 4,550,077	\$ 4,870,272	\$ 3,859,657	79.25%
EXPENDITURES								
35 - Food Service	\$ 4,824,921	\$ 5,189,443	\$ 4,229,343	81.50%	\$ 4,530,077	\$ 4,850,272	\$ 3,717,745	76.65%
51 - Plant Maintenance and Operations					\$ -			
52 - Security and Monitoring	\$ 25,000				\$ 20,000	\$ 20,000		
81 - Plant Maintenance and Operations					\$ -			
Total Expenditures	\$ 4,849,921	\$ 5,189,443	\$ 4,229,343	81.50%	\$ 4,550,077	\$ 4,870,272	\$ 3,717,745	76.34%
Excess (Deficiency) of Revenues Over Expenditures	\$ -	\$ -	\$ (311,682)		\$ -	\$ -	\$ 141,912	

2024 Summer School & Summer Camp Report

Written Report

Prepared by: Amanda Crawley

Deputy Superintendent of Instructional Services and Director of Extended Learning



*** Copperas Cove Elementary Summer School *
Summer School**

Elementary Summer Program (1st-5th grade):

Dates: June 3-28 (Teacher workday: June 3rd)

Time: 7:30 a.m. – 1:00 p.m.

Location: Elem.- Fairview/Jewell Elementary School

Summer School Director- Heather Peacock

Teachers – 20

Secretary/Nurse Aide- 1

Counselor - 1

Instructional Aides- 2

Students in grades 3-5 who have failing grades (STAAR scores not available until Aug.)

Elementary ESL Summer Program (Pre-K 4 and Kinder):

Purpose: Address the needs of Pre-K 4 and Kindergarten ESL students (ratio of 18:1) with a focus on literacy; language-immersion model.

Teachers- 2

Aides- 2

Director: Rita Alaniz, Director of Emergent Bilingual and Dual Language

Location: Fairview/Jewell Elementary School

Dates: June 3-28 (Teacher workday: June 3rd)

Time: 7:30 a.m. – 3:30 p.m.

ESL Summer School is required if ten parents' express interest for their student entering either kindergarten or first grade. This session can be no less than 120 hours.

****All time spent in the care of CCISD this summer will be tracked in Easy Tracker for audit purposes (ESSER, TCLAS, HB 4545).**

Elementary Summer School 2024

Purpose of Summer School:

To provide extended and intensive instruction in Language Arts and Math to first through fifth graders.

Students qualified for summer school by failing math and/or reading for the school year. Students were provided instruction by district staff with proven TEKS-based curriculum and with the smallest teacher-student ratio possible. Students attended summer school for five hours, received breakfast and lunch, as well as physical activity/brain breaks.

Who are our students?: There were 247 students registered from all six campuses.

Facts on 2024 students:

- Average daily attendance for all campers: 203 students
- School breakdown: Clements Parsons Elementary 23%, Fairview-Jewell Elementary 16%, Hettie Halstead Elementary 14%, House Creek Elementary 19%, Martin Walker Elementary 16%, Williams-Ledger Elementary 13%

- Grade Level Breakdown: 1st 17%, 2nd 23%, 3rd 19%, 4th 21%, 5th 20%.
 - 59% received SPED services during regular school year
 - 9% received 504 accommodations
 - 15% are considered Emergent Bilingual

Results from summer school: Students completed a total of 14,184 intervention hours. 82% of students completed summer school with a passing standard.

Set-Up of Summer School: Students were placed in grade level classes and were taught both ELAR and Math TEKS-each for half of their day. Teachers either taught math or ELAR for a grade level. The teachers used small group instruction, computer-based instruction, and some large group instruction, using only approved and appropriate curriculum.

Staff: (hired from existing CCISD staff)

Summer School Director-current district administrator/Summer School Secretary/Summer School Counselor-current district counselor

20 teachers from Williams-Ledger, House Creek, Halstead, Fairview-Jewel, Martin Walker Elementary, Clements-Parsons Elementary

2 paraprofessionals from Fairview-Jewell Elementary and Clements-Parsons Elementary

**Copperas Cove Junior High, SC Lee Junior High
Summer School 2024**

Secondary Summer Program (6th-8th grade):

Location- Copperas Cove Junior High

Dates: June 3-28 (Teacher workday: June 3rd)

Time: 7:30 a.m. – 4:30 p.m.

Director – Kelly Thompson

Credit Recovery (CCHS and XRHS students):

- Courses offered in face-to-face setting: Algebra I, Biology, US History, English I, English II
- For courses not taught face-to-face, Edgenuity will be offered to students.
- All other courses will be available if the course is available in Edgenuity.
- Students that are working to recover credit in summer school will also be receiving their accelerated instruction for HB 4545

EOC Accelerated Instruction (CCHS and XRHS):

- Sessions Offered: Algebra I, Biology, English I, English II, US History
- Face-to-Face Instruction Model
- Students that are working to recover credit in summer school will also be receiving their accelerated instruction for HB 4545

Credit for Acceleration (CCHS and XRHS):

- Students will use Edgenuity for all courses offered.
- Students have to be on campus to participate in Edgenuity.
- The course must be the next course in the sequence (for example, if the student was in Chemistry, the student can only take Physics)
- Only available for Non-EOC testable subjects unless prior administrative approval is granted.

Early College & Dual Credit Summer Offerings:

- Students take a maximum of 2 college courses per session offered at either CTC or CCHS
- Prior approval was given by Dr. Jimmy Shuck, CCHS Principal, for any student who takes a course through another college or university. If prior approval is not granted, credit will not be added to the student transcript.

Junior High:

- Students will have face-to-face instruction for reading and math courses
- Students will utilize Edgenuity for Science and Social Studies

*****All time spent in the care of CCISD this summer will be tracked in Easy Tracker for audit purposes (ESSER, TCLAS, HB 4545).***

Copperas Cove High School Proposal 2024**Secondary Summer Program (9th-12th grade):**

Location: Copperas Cove High School

Dates: June 3-28 (Teacher workday: June 3rd)

Time: 7:30 a.m. – 4:30 p.m.

Directors – Dr. Amber Loubiere

Teachers- 20* (8.5 hours per day)

**If enrollment is higher than anticipated, more staff will be hired.*

Credit Recovery (CCHS and XRHS students):

- Courses offered in face-to-face setting: Algebra I, Biology, US History, English I, English II
- For courses not taught face-to-face, Edgenuity will be offered to students.
- All other courses will be available if the course is available in Edgenuity.
- Students that are working to recover credit in summer school will also be receiving their accelerated instruction for HB 4545

EOC Accelerated Instruction (CCHS and XRHS):

- Sessions Offered: Algebra I, Biology, English I, English II, US History
- Face-to-Face Instruction Model
- Students that are working to recover credit in summer school will also be receiving their accelerated instruction for HB 4545

Credit for Acceleration (CCHS and XRHS):

- Students will use Edgenuity for all courses offered.
- Students have to be on campus to participate in Edgenuity.
- The course must be the next course in the sequence (for example, if the student was in Chemistry, the student can only take Physics)
- Only available for Non-EOC testable subjects unless prior administrative approval is granted.

Early College & Dual Credit Summer Offerings:

- Students take a maximum of 2 college courses per session offered at either CTC or CCHS
- Prior approval was given by Dr. Jimmy Shuck, CCHS Principal, for any student who takes a course through another college or university. If prior approval is not granted, credit will not be added to the student transcript.

Junior High:

- Students will have face-to-face instruction for reading and math courses
- Students will utilize Edgenuity for Science and Social Studies

Secretary/Nurse Aide: \$12 per hr. off contract

Aide: \$12 per hr.

Counselor/Testing Coordinator: \$30 per hr. off contract

CCHS Summer School June 3-28, 2024

The 2024 Summer School for 9th-12th grade students was conducted both on campus and virtually using Edgenuity and face-to-face instruction for Credit Advancement, EOC Remediation and Credit Recovery. Students working on Credit Advancement for initial credit had the option to complete their courses remotely; 100% of these students opted to work remotely.

CCHS provided initial credit courses through Edgenuity, including Intro to College Math, Intro to College English, Spanish I, Spanish II, Art I, and Professional Communications. Intro to College Math and Intro to College English courses will remain open through July 15, 2024.

Over the three weeks of summer school:

356 high school courses were completed by the June 26th deadline: 82 for initial credit and 274 for credit recovery.

Student transcripts were updated to reflect the earned credits, notes were recorded on PGPs, and Future Schedule courses were amended as needed. Students were allowed to complete multiple courses during the three-week period, with one course opened at a time. After completing a course, students checked out with the Credit Recovery Lab teacher, who then opened the next course. This one-course-at-a-time approach helped students focus and improved the course completion rate compared to previous years.

Courses were offered in tiers. Students needing to take their EOC and who required course credit participated in face-to-face accelerated instruction courses in up to two subject areas. Each face-to-face remediation block was three hours per day; thus, a student could engage in up to 15 hours of remediation for up to five courses (two three-hour remediation

blocks per day for thirteen days of summer school). The second tier included remaining core courses, electives, speech, and Spanish through Edgenuity with a certified teacher in each Credit Recovery room available for instructional support, motivation, and supervision. These teachers also made phone calls and sent emails to parents/guardians to keep students on track and parents informed.

Special Education students were monitored by two Special Education certified teachers, who accommodated instruction as per their IEPs and provided Tier 3 targeted instructional support through small-group pull-out sessions, especially during EOC remediation.

Remote Learning students were assigned to a case manager who tracked daily progress, communicated with students via Edgenuity, monitored coursework for resets and scoring, and made parent contacts to share on time / on task / on target information.

Two hundred seventy-five students were scheduled for the summer administration of EOCs.

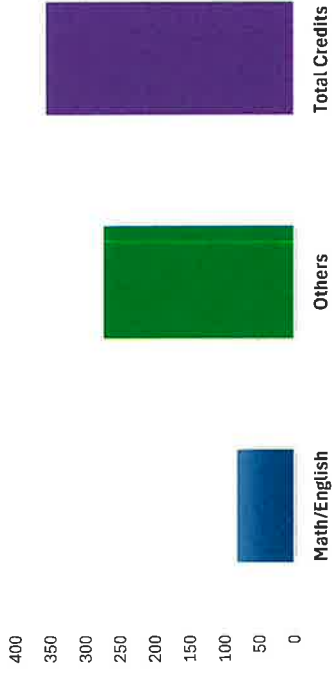
One hundred fifty-nine students reported to testing and completed their EOCs over a five-day period.

Sixty-two students took advantage of and passed the optional TSIA2 summer testing with a total of eighty-two individually administered TSIA2 exams. T

eachers effectively motivated students to recover credits and engaged them with subject area content, implementing Capturing Kids' Hearts strategies and other tools. Incentives were provided to students to remain on target for daily completion goals. Teachers reported positive feedback regarding the use of incentives.

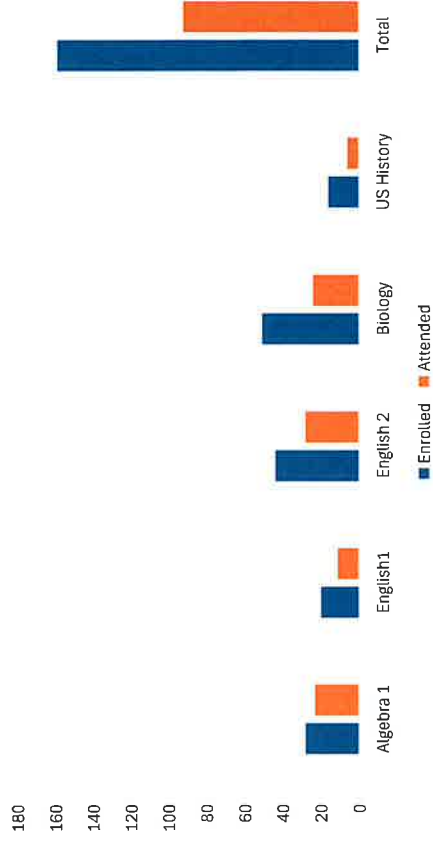
Recovered Total Credits

Recovered Total Credits	
Math/English	82
Others	274
Total Credits	356



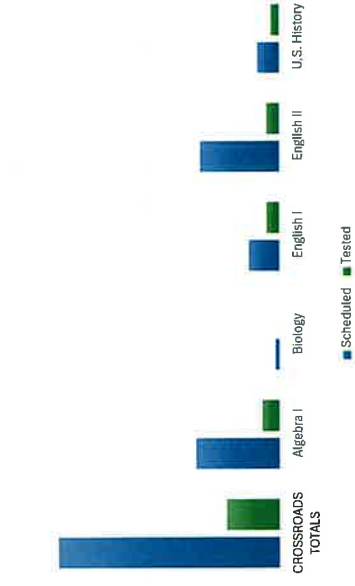
Face to Face	Algebra 1	English 1	English 2	Biology	US History	Total
Enrolled	28	20	44	51	16	159
Attended	23	11	28	24	6	92

EOC FACE TO FACE

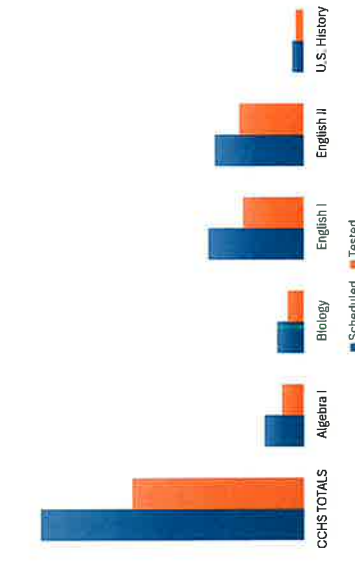


CCHS TOTALS	Scheduled	Tested
Algebra I	34	19
Biology	23	14
English I	82	52
English II	76	55
U.S. History	10	7
CROSSROADS TOTALS	Scheduled 50	Tested 12
Algebra I	19	4
Biology	1	0
English I	7	3
English II	18	3
U.S. History	5	2
Grand Total	275	159

**CROSSROADS
JUNE 2024 STAAR**

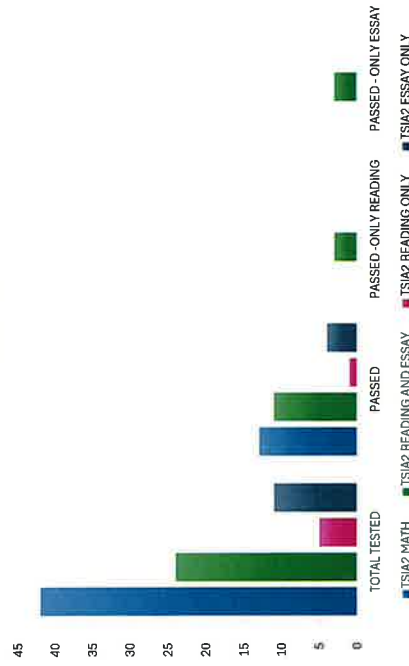


**COPPERAS COVE HIGH
JUNE 2024 STAAR**



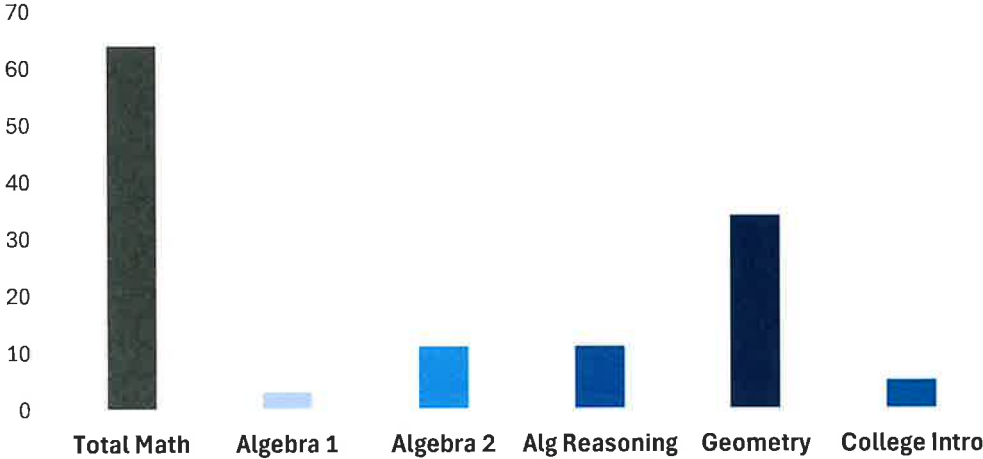
TSIA2 TEST	TOTAL TESTED	PASSED	PASSED - ONLY READING	PASSED - ONLY ESSAY
TSIA2 MATH	42	13		
TSIA2 READING AND ESSAY	24	11	3	3
TSIA2 READING ONLY	5	1		
TSIA2 ESSAY ONLY	11	4		

TSIA2 TEST



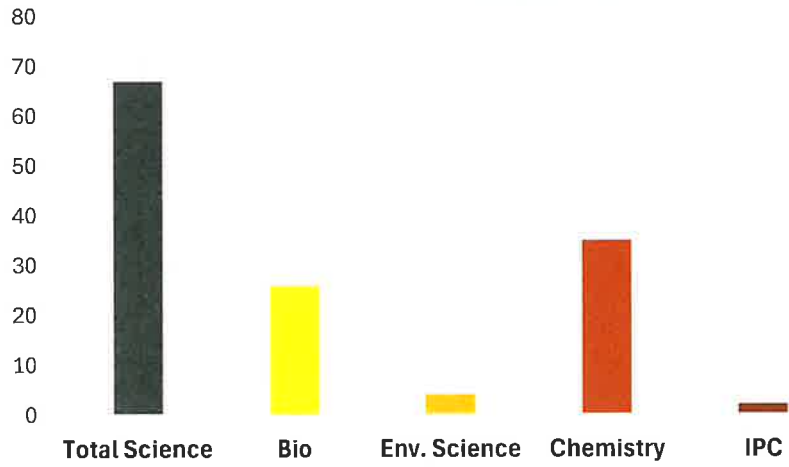
Total Math	Algebra 1	Algebra 2	Alg Reasoning	Geometry	College Intro
64	3	11	11	34	5

Math Edgenuity

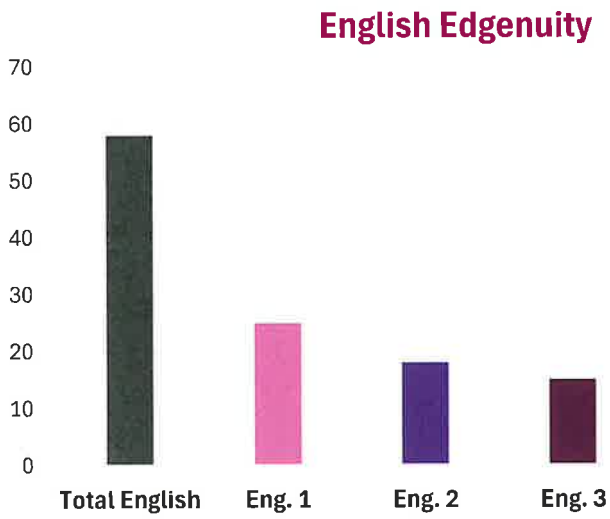


Total Science	Bio	Env. Science	Chemistry	IPC
67	26	4	35	2

Science Edgenuity

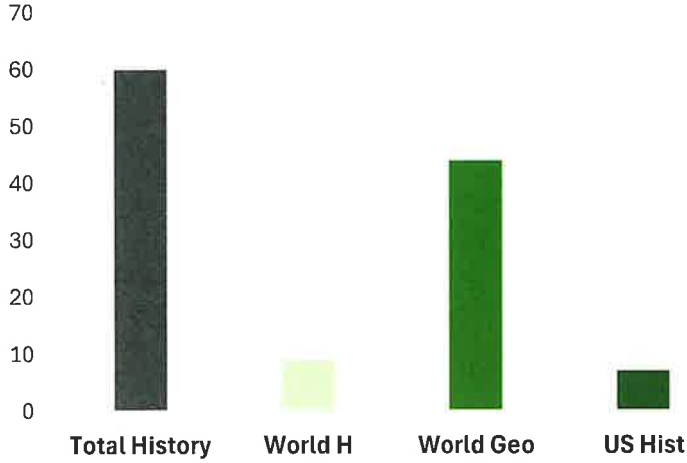


Total English	Eng. 1	Eng. 2	Eng. 3
58	25	18	15



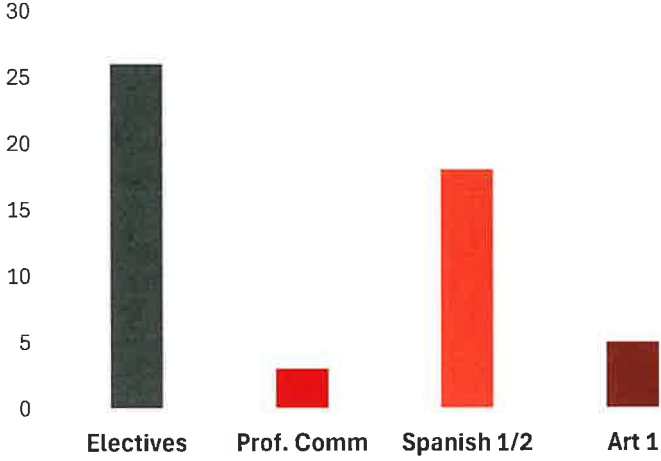
Total History	World H	World Geo	US Hist
60	9	44	7

History Edgenuity



Electives	Prof. Comm	Spanish 1/2	Art 1
26	3	18	5

Electives Edgenuity



Dates:	Time:	Code:	Camp:	Instructor(s):	POC:	Grades:	Max:	Location:	Room #:	Transportation:	Field Trip:	Breakfast Time:	Lunch Time:	Snack:
June 3-7	8:00-12:00	Fine Arts	Chess Camp	Keiley Major	Sinclair	3rd-5th	14	WLE	305			Y	Y	
June 3-7	1:00-4:00	Fine Arts	Chess Camp	Keiley Major	Sinclair	3rd-5th	14	WLE	305			Y	Y	
June 3-7	8:00-12:00	Fine Arts	Jungle Book Kids Theater	Hilary Newton	Sinclair	2nd-5th	30	WLE	311			Y	Y	
June 20-28	8:00-2:00	Fine Arts	Dear Edwina Theater	Hilary Newton	Sinclair	5th-9th	30	WLE	311			Y	Y	
*June 4-June 14 *Start date change	8:00-12:00	Fine Arts	Readers Theater	Samantha Dubois-Henline	Sinclair	3rd-5th	20	WLE	310			Y	Y	
June 17-18, June 20-28	8:00-12:00	Fine Arts	Slime Summer Camp	Samantha Dubois-Henline	Sinclair	K-5th	20	WLE	310			Y	Y	
June 17-18, June 20-28	8:00-12:00	Fine Arts	Character Creation	Paula Ramos	Sinclair	4th-8th	24	WLE	305			Y	Y	
June 3-7	8:00-12:00	Academic	Art & Literacy	Lauren Caramanica & Jenna Cardona	Sinclair	K-2nd	20	WLE	309			Y	Y	
June 3-7	1:00-4:00	Academic	Art & Literacy	Lauren Caramanica & Jenna Cardona	Sinclair	3rd-5th	20	WLE	309			Y	Y	
June 3-14	8:00-12:00	Academic	Party Planner Camp	Jamie Piper & Makayla Ford	Sinclair	2nd-5th	30	WLE	306			Y	Y	
June 3-14	1:00-4:00	Academic	Party Planner Camp	Jamie Piper & Makayla Ford	Sinclair	6th-8th	30	WLE	306			Y	Y	
June 24-28	8:00-12:00	Wellbeing	Crochet Peace & Love Camp	Janette Casson	Sinclair	6th-12th	20	WLE	402			Y	Y	
June 3-4	8:00-12:00	Wellbeing	Community Service	Monique Pettaway & Jordan Dean	Sinclair	6th-8th	20	Traveling	Cafeteria		Y	Y	Y	
June 3-4	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 5-6	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 10-11	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 12-13	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 17-18	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 20-21 Date Change	8:00-2:00	Outdoors	Hiking 101	Teri Jernigan & Amber Bottoms	Sinclair	2nd-5th	15	WLE	Cafeteria		Y	Y	SACK	
June 10-14	1:00-4:00	Outdoors	Outdoor Art	Elena Abercrombie	Sinclair	6th-8th	15	CCJHS	207		Y	Y	Y	
June 3-7	8:00-4:00	Outdoors	Explore Texas- Hiking	Kasie Taylor	Sinclair	6th-8th	7	Traveling	Meets at WLE-302		Y	Y	SACK	
July 8-19	8:00-12:00	Outdoors	Archeny Camp	Michael Supinski & Beatriz Martinez	Sinclair	4th & 5th	24	WLE	311	Y, w/ Ranger Rdg		Y	Y	
June 17-18, June 20, 21	8:00-12:00	Outdoors	Gardening Camp	Jessica Minus & Carrie Castle	Sinclair	1st-5th	30	WLE	409			Y	Y	
June 24-28	8:00-12:00	STEM	Kitchen Science	January Rodgers & Dominique Edwards	Sinclair	K-2nd	30	WLE	306			Y	Y	
ard	8:00-12:00	STEM	Kitchen Science	January Rodgers & Dominique Edwards	Sinclair	3rd-5th	30	WLE	306			Y	Y	
June 3-14	8:00-2:00	STEM	Engineering is Elementary	Allison Stephens & Christi Head	Sinclair	1st-4th	20	WLE	309			Y	Y	
June 10-14	8:00-2:00	STEM	Make it Move Science of Force and Motion	Shelley Hirschmann	Sinclair	3rd-5th	20	WLE	308			Y	Y	
June 17-18, June 20, 21	8:00-12:00	STEM	Animal Adventures Science	Lestle Baker	Sinclair	3rd-5th	25	WLE	305			Y	Y	
June 24-27	1:00-4:00	STEM	Math Coding (Any lvl)	Tara Kittinger	Sinclair	4th-7th	10	WLE	313			Y	Y	
June 3-14	7:30-4:00	STEM	Math Coding (Adv.)	Tara Kittinger	Sinclair	4th-7th	10	WLE	313			Y	Y	
June 3-14	8:00-12:00	STEM	STEM Camp	Holly Landez	Landez	3rd-8th	100	CCHS	Needs 8 rooms		Y	Y	Y	
June 4-14	8:00-12:00	STEM	Video Game Design	Virtual - STEMorged	Landez	5th-8th	25	Virtual			Y	Y	Y	
June 4-14	8:00-12:00	Student Support	ESY (SPED)	Angie Sharp	Sharp							Y	Y	
June 4-28 (June 3rd workday)	7:30-3:30	Student Support	ESL Camp	Rita Alaniz	Alaniz	PK-K	18	FIE			Y	Y	Y	
June 3-14 (May 31st workday)	7:45-12:00	Student Support	Multisensory Reading Camp	Lauren Hooten & Sable Stephens	Hooten	Current 1st-5th	100	CCHS	Need 10 rooms & Gym		Y	Y	Y	
June 10-18	7:30-12:00	Student Support	Summer Care Camp	Amy Simpson	Simpson	2nd-5th	100	WLE	401, 402, 408, 409, 410, 503, 504, 508, 509, 510, 511	Y	7:30-7:50	11:30-12		
June 9-14	7:45-12:00	Student Support	Math Camp	Tiana Alexander	Alexander	1st-5th	100	CCHS	Need 10 rooms	Y	Y	Y	Y	
July 9-25th (July 8th workday)	7:30-12:00	Student Support	Ranger Reading Camp	Heather Peacock	Peacock	K-5th		WLE		Y	7:30-7:50	11-11:45		
June 4-28 (June 3rd workday)	7:30-1:00	Student Support	Elementary Summer School	Heather Peacock	Peacock	1st-5th		FIE		Y	7:30-7:50	11:00-12:00		
June 4-28 (June 3rd workday)	7:45-1:15	Student Support	Jr. High Summer School	Kelly Thompson	Thompson	6th-8th		CCHS		Y	Y	Y		
June 4-28 (June 3rd workday)	AM 8:00-12:00	Student Support	High School Summer School	Amber Loubiere	Loubiere	9th-12th		CCHS		Y	Y	Y		
June 4-28 (June 3rd workday)	PM 11:30-3:00	Student Support	High School Summer School	Amber Loubiere	Loubiere	9th-12th		CCHS		Y	Y	Y		



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary
(Purpose/
Objective)

Fiscal Impact

Administrative
Recommendation

Attachments

Contact Person

E-Mail Address

Copperas Cove Independent School District
Student Handbook and Code of Conduct
2024-2025 School Year



2024-2025 CCISD Student Handbook

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2024-2025 CCISD Student Handbook

Copperas Cove Independent School District

Mission: The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision: Copperas Cove ISD

A Foundation of Excellence – A Future of Success

CCISD Board of Trustees

Joan Manning – President

Inez Faison – Vice President

Mike Wilburn – Secretary

Shameria Ann Davis

John Gallen

Heather Copeland

Jeff Gorres

Superintendent

Dr. Joe Burns

CCISD District Service and Training Center

408 S. Main Street

Copperas Cove, TX 76522

(254) 547-1227

2024-2025 CCISD 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 Copperas Cove Independent School District Student Handbook (“CCISD” or “Copperas Cove ISD”) 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 CCISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at the [CCISD Homepage](#). 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 408 S. Main Street, Copperas Cove, TX.

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 the [CCISD Homepage](#).

2024-2025 CCISD Student Handbook

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 your campus principal.

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

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at jimmy@ccisd.com or (254) 547-1227 and ask to speak with Dr. Jimmy Shuck, Assistant Superintendent for Operations and Support.

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.

2024-2025 CCISD Student Handbook

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

CCISD will utilize [Choosing the Best](#) Publishing which empowers teens with information necessary to develop healthy habits and relationships. The program provides an all-inclusive, data-driven curriculum founded on the medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors. Based on the probable consequences of adolescent risk behaviors, the safest and healthiest choice for teens is to promote risk avoidance by establishing healthy habits and relationships. For further information, see the districts Human Sexuality instruction website at [Choosing the Best](#).

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the Human sexuality instruction without academic, disciplinary, or other penalties and may use the district's grievance procedure concerning a complaint. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district Student Health Advisory Council (SHAC). See the campus principal for details.

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.**]

2024-2025 CCISD Student Handbook

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.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the campus principal.

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, please contact Amy Simpson, Director of Behavioral Support Services, (254) 547-1227 and/or see the district's abuse prevention instruction website at the [CCISD Homepage](#) under Social, Emotional, and Behavioral Support Resources.

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 to 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.

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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.

Is Student at Risk?

1. Student meets with counselor

Needs Assessment

2. Counselor completes a needs assessment
3. Counselor works with all staff to develop actions needed to provide appropriate support for student and family
4. Counselor will contact Director of Counseling for guidance and support when appropriate

Communication

- Parent(s) notification Before end the school day
- Educate parent on the benefits to follow up care with community-based therapist/family doctor/local health department
- Counselor provides appropriate prevention/intervention resource and/or refer to community-based supports.

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, Amy Simpson, Director of Behavioral Support Services, can be reached at simpsona@ccisd.com or (254) 547-1227.

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
- 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

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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 40 percent on the grade 5 mathematics STAAR or 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.

Prohibiting the Use of Corporal Punishment

Please see CCISD district policy [FO\(LOCAL\)](#) for more information.

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.

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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.

All teachers will create a page on Schoology for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access each page.

Text messages sent to an individual student or to a group of students are not allowed. Students wishing to communicate with a teacher should use Schoology messaging feature which can be accessed through the Schoology app or through the Schoology website or email the teacher directly using the teacher's CCISD email address. Parents can create a Schoology account that will provide access to their student's activity within Schoology.

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 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.]

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 directory information shall include student name; address; telephone listing; photograph; date of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; enrollment status; most recent school previously attended; participation in officially recognized activities and sports; and weight and height if a member of an athletic team. If a parent does not object to the use of their child's information for

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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 shall include student name and grade level. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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**.

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

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- 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** 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

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- 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
- 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.

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[For questions about school-provided tutoring programs, contact the student’s teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding 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

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.

[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 the campus principal.

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(LEGAL) for more information.]

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

In accordance with 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
- 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**, 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

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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.

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

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- 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
- 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** 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 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:

- Copperas Cove High School, 400 S. 25th Street, (254) 547-2534
- Copperas Cove Junior High School, 702 Sunny Street, (254) 547-6959
- S.C. Lee Junior High School, 1205 Courtney Lane, (254) 542-7877
- Fairview/Miss Jewell Elementary School, 1002 Veterans Ave, (254) 547-4212
- Hettie Halstead Elementary School, 910 N. Main Street, (254) 547-3440
- House Creek Elementary School, 351 Lutheran Church Road, (254) 518-3000
- J.L. Williams/Lovett Ledger Elementary School, 909 Courtney Lane, (254) 542-3070

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- Mae Stevens Early Learning Academy, 302 Manning Drive, (254) 547-8289
- Martin Walker Elementary School, 100 FM 3046, (254) 547-2283
- C.R. Clements/Hollie Parsons Elementary School, 1115 Northern Dancer, (254) 547-2235
- Crossroads High School, 306 E. Avenue E, (254) 547-9164

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

- District Service and Training Center, 408 S. Main Street, (254) 547-1227

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(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 or on the district's website at the [CCISD Homepage](#).

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

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

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[See **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 their child to another 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 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.

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

- Assist the student with the completion of applications for admission or financial aid
- Arrange 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: Stacie Golden, Director of Student Services, at (254) 547-1227.

[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.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

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

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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: Carolyn Jackson, Director of Assessment and Accountability, at (254) 547-1227

[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.

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>). 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

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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).

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 Cynthia Lavallee, Director of Special Education, at (254) 547-1227.

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: Cynthia Lavallee, Director of Special Education, at (254) 547-1227.

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 Lauryn Canto, Coordinator of 504 and Special Programs, at 254-547-1227 or cantol@ccisd.com.

[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=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)

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- [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)

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)**.]

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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 your 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 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.]

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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
- 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
 - 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 the 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

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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.

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 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 Autumn Becka, who can be reached at beckaa@ccisd.com.

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

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

Attendance for Credit or Final Grade (All Grade Levels)

In accordance with the District's innovation plan, the District is exempt from state law regarding minimum attendance for credit or a final grade for a student in kindergarten through grade 12. In accordance with administrative procedures, factors including assignments, tests, projects, classroom activities, and other instructional activities shall be used to determine student mastery and the awarding of credit or a final grade.

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.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.

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- 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 a specific time, as listed below.

Official attendance is taken every day during the second instructional hour as required by state rule. Below are the times for each campus:

- Mae Stevens Early Learning Academy – 9:25 a.m.
- All Elementary Campuses – 9:30 a.m.
- SC Lee Junior High School – 9:50 a.m.
- Copperas Cove Junior High School – 9:50 a.m.
- Copperas Cove High School – 10:00 a.m.
- Crossroads High School – 9:30 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. **Students with more than ten (10) unexcused absences will be subject to the terms under compulsory attendance laws. Parents will be provided with documentation of a student's absence and invited to attend an Attendance Review Committee ('ARC') meeting to discuss a plan that will assist in removing the barriers preventing the student from attending school. The campus ARC officer will continue with the scheduled ARC meeting, in the event the parent doesn't attend nor contacts the ARC officer to reschedule.**

It is the parent/student's responsibility to inquire about attendance that may reflect erroneous markings immediately upon notification from the campus.

Students on a Transfer Agreement to their current campus risk revocation to said transfer based on, including but not limited to attendance.

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.

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

Students absent due to a personal illness at or less than four (4) consecutive days should bring in a doctor's note within three (3) school days of the absence. Doctor's notes received after the third school day of the student's return to campus will be maintained in the student's file but will not change the absence coding (excused vs unexcused).

A student who is absent for more than four (4) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence within two (2) school days of returning to school, otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

CCISD 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

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Accountability information can be found on the district's website at www.ccisd.com. 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 October 1, 2024 and February 11, 2025 at Copperas Cove High School. The time will be determined as we get closer to the date. The students will check with their grade-level office for more information or they may contact the campus principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Honor Roll: Each campus will recognize students who excel academically. The names of those students recognized may be provided to the media for publication.

Perfect Attendance: Some campuses recognize students who have perfect attendance. The names of those students recognized may be provided to the media for publication.

In order to be considered for the Perfect Attendance Award at the high school, students may not have any absences except those defined as medical, court or college day. All notes must be turned in within the 48-hour window to receive these exceptions.

Crossroads High School has attendance incentives for the students. For more information, contact the school office.

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

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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

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

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- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey 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 campus 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 accessing [STOPit Reporting](#)¹ by clicking the [Report Bullying](#) box on the front page of the [CCISD website](#)² and/or the front page of every campus homepage. The [STOPit Reporting](#)³ icon will be identified with this image:



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.

¹ <https://appweb.stopitsolutions.com/login/000ccisd>

² <https://www.ccisd.com/>

³ <https://appweb.stopitsolutions.com/login/000ccisd>

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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**]

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:

- Agriculture, Food & Natural Resources
- Human Services
- Architecture and Construction
- Information Technology
- Arts, A/V Technology & Communications
- Law, and Public Service
- Business, Marketing & Finance
- Manufacturing
- Education & Training
- Science, Technology, Engineering, and Math (STEM)
- Health Science
- Transportation, Distribution, & Logistics
- Hospitality & Tourism

Admission and enrollment to these programs is based on grades, attendance, discipline, and some courses have specific requirements that can be found in the Copperas Cove High School Course Selection Guide and in the Programs of Study.

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

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- Career Preparation
- Specific internships

Admission and enrollment to these programs is based on the student being currently employed and approval from the campus principal. More information about the CTE program can be provided by the CTE Coordinator, Sandra Perry, at 254-547-2534 or sandrak@ccisd.com.

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 (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 [CCISD's Plan for Addressing Sexual Abuse of Children](#). Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

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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

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- 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

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- 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%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/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%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp)).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

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

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

- [Child Welfare Information Gateway](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/cid/childsextrafficking) (<https://gov.texas.gov/organization/cid/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>)

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 for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

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After each calculation period, students in the top ten percent shall be notified of their exact class rank, and the lowest weighted grade point average (GPA) used to determine class rank earned by a student currently in the top ten percent of the class shall be communicated to all students in the class.

The calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 and only in the following subject areas: English, mathematics, science, social studies, and languages other than English.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned through credit by examination without prior instruction.

For students in the graduating class of 2025, the District shall categorize and weight eligible courses as Tier 6, Tier 5, Tier 4, Tier 3, Tier 2, and Tier 1 in accordance with provisions of policy EIC(LOCAL) and as designated in appropriate District publications.

Eligible Advanced Placement (AP) courses and dual credit courses shall be categorized and weighted as Tier 4 courses. Eligible Pre-AP courses and courses locally designated as honors courses shall be categorized and weighted as Tier 3 courses. Eligible courses not categorized as Tier 4, Tier 3, or Tier 1 shall be categorized and weighted as Tier 2 courses. Eligible modified courses and local credit courses shall be categorized and weighted as Tier 1 courses. For information regarding the weighted GPA chart, see [Policy Online](#) and follow the link to the local policy.

A semester grade of 60–69 in a dual credit course shall be considered passing for purposes of high school credit and converted to a 2.5 grade point for calculation purposes.

When a student transfers semester grades for courses that would be eligible under the Tier 2 or Tier 1 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 only if an equivalent course is offered to the same class of students in the District.

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.

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)]

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:

- Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation, with enrollment by the Monday after Labor Day of the junior year;

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- Be graduating after exactly eight semesters of enrollment in high school; and
- Have completed the foundation program with the distinguished level of achievement.

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title. [For further information, see policy EIC.]

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.]

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:

- 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 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid

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- 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:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Central Texas College, McMurry University, Ranger College, and Tarleton University, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities will not be accepted for high school credit (dual credit) unless CCISD has a memorandum of understanding in place for the current academic year. **Parents/students must reach out to their grade-level office and/or Jodie Jost, Director of Dual Enrollment and CCMR, at 254-547-2534 or jodie@ccisd.com**
- Enrollment in these programs is based on 2024-2025 Course Selection Guide (****Get the updated guide from Melissa Dewald**)

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

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

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A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels)** 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.

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 going to the Copperas Cove ISD [Parents Page](#) and login to your Parent Skyward account to update the changes and contact the PEIMS/Registrar at your student's campus to inform them of your updated information.

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.]

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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 the [CCISD Homepage](#). The complaint forms can be accessed at the [CCISD Homepage](#) 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 before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

CCISD is committed to providing a safe learning environment for all students. The campus administration and/or their designee will serve as the Campus Behavior Coordinator to promote a more collaborative discipline program in which schools provide social and emotional supports to students. CCISD will provide parent notification procedures as described within the Student Code of Conduct and Student Handbook. For more specific information on the Campus Behavior Coordinator, please contact your campus principal.

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.

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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 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

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- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

The school counselor will also provide information each year a student is enrolled in high school 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 make an appointment with the appropriate grade level 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**.]

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.

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.

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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.]

Kindergarten Acceleration

A parent/guardian requesting kindergarten acceleration must follow the procedures listed below:

- Submit a written request to the campus principal seeking consideration of accelerating their child to first grade. The request must be submitted within the first two weeks of school or within two weeks of enrollment, but no later than October 1. The child will be initially placed in kindergarten while information is collected by the school to determine if acceleration is appropriate.
- The principal will schedule a conference with the parent/guardian, counselor, the child's pre-kindergarten teacher (if applicable), a kindergarten teacher, and a first-grade teacher to review the kindergarten and first grade curriculum.
- If after review of the curricular expectations of first grade, the parent/guardian still desires to have their child placed initially in first grade, the parent will sign a request for individual testing.
- Within 15 school days, the campus will complete the following:
 - Administer formal assessments to the child.
 - Conduct observations of the student by a first-grade teacher and a school counselor.
- By the end of the 15th school day period, a campus committee consisting of the student's pre-kindergarten teacher (if applicable), a kindergarten teacher, a first-grade teacher, a counselor, and a campus administrator will review available data and make a placement decision. Options available to the committee include:
 - Placement in kindergarten
 - Student is accelerated to first grade

Appeals of the committee's decision by the parent/guardian shall be through the standard parent/guardian appeals process beginning at Level 2.

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

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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.

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 the [CCISD Homepage](#). [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

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- 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/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 Gender-Based Harassment

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

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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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact Stacie Golden, Director of Student Services, (254) 547-1227 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 **Bullying (All Grade Levels)**]

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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)**]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are Edgenuity, Dual Credit courses, and the Texas Virtual School Network (TXVSN).

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 Error! Reference source not found.]

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

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

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

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

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

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.

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than twenty-five (25) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal’s campus. [See policy FNAA for more information.]

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

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[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 non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent 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 Superintendent shall designate times, locations, and means for distribution of non-school literature at District facilities other than school campuses, in accordance with this policy.

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

Dress and Grooming (All Grade Levels)

- The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Campus administrators and faculty are charged with enforcing the dress code. Administrators will use their professional judgment in determining whether attire is distracting or causes a disturbance. Students are expected to be dressed and groomed in a manner appropriate for a public-school educational environment. The provisions for the dress and grooming code are enforced at school and at school-sponsored activities, unless otherwise noted. The district encourages students, with the supervision of their parents, to maintain high standards of dress, grooming, and personal appearance as would be appropriate in a public-school educational environment.
- District policy FNCA(LOCAL) also prohibits any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, denotes membership in a group or gang that advocates drug use or exhibits behaviors that interfere with the normal and orderly operation of a school.

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- District policy also prohibits pictures, emblems, or writings on clothing (including bags/backpacks and facemasks) that are lewd, offensive, vulgar, or obscene. Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other inappropriate items are also prohibited.
- Certain elective courses or extracurricular activities may require more stringent dress or appearance standards than for the general student body. The district leaves the choice of hair length with the students and their parents and whether beards and mustaches are to be worn. They must accept the accompanying responsibility of keeping all hair properly groomed.
- If the violation is not corrected, the student will be assigned to in-school suspension for the remainder of the day or until which time the violation is corrected, or until a parent or designee brings an acceptable change of clothing to the school.
- Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.
- No aspect of the student's dress or grooming should create a health hazard or a safety risk to the student or others.
- If it is necessary for a student to miss class or leave campus to comply with policy, any period(s) missed will be considered unexcused. The final decision on questionable clothing and grooming not covered in this policy will be at the discretion of campus administration.
- Students and parents may determine a student's personal dress and grooming standards, provided they comply with the following:

Elementary Dress Code: Grades PK – 5

The following standards for dress and grooming will be enforced:

- **Hats or Head Coverings:** Any type of hat or head covering is prohibited at the Elementary and pre-k level. Hats may not be worn from belts or belt loops.
- **Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:**
 - Tube-tops, halter tops, see through or mesh shirts, and spaghetti straps are prohibited unless worn over a t-shirt or under a jacket.
 - Sleeveless shirts must fit snugly under the arms and jerseys may only be worn with a t-shirt underneath.
 - No low-cut tops or blouses.
 - All shirts must completely cover the midriff when standing, arms are fully extended above the head and when seated.
- **Dresses, Jumpers, Skirts, Skorts, Shorts:**
 - All the items listed above must be at or below the mid-thigh.
 - No spandex or Lycra.
- **Shorts, Pants, Jeans:**
 - Sagging is NOT permitted.
 - Must fit at the waist.
 - Pajamas may only be worn on designated days.
 - Leggings may only be worn with a garment that meets the mid-thigh rule.
 - Students are not to wear jeans that are torn or have holes in them.
- **Shoes:**

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- Footwear must be always be worn.
- Shoes with wheels are prohibited.
- Students must have footwear suitable for physical activity.
- Hair:
 - Students' hair must be clean, neat, and well-groomed in appearance.
 - Spiked hair longer than 2 inches is prohibited.
- Accessories:
 - Facial piercings are not allowed at the Elementary level.
 - No sunglasses shall be worn inside the building.
 - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal-studded clothing are not permitted.
 - Bandanas, do-rags, towels, extra clothes, headbands, and sweatbands are prohibited.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments may not be visible at any time.
- Costumes are not permitted except on designated days. Animal ears are considered costumes.

Junior High Dress Code: Grades 6 – 8

A students' dress and grooming shall not cause a disruption to the learning environment. If deemed a disruption by the administration, the student must come into compliance with the dress code.

The following standards for dress and grooming will be enforced:

- Student ID's:
 - ID's must be visible at all times and worn around the neck or clipped above the waist. The first lanyard and ID will be provided. Temporary stickers must be placed and worn above the waist.
 - ID's shall not be defaced or covered on the picture or barcode.
 - Student ID's are required as part of entrance to extracurricular events. In the event the student has no ID at the extracurricular event, the student must have an adult sponsor present and remain with them.
- Hats or Head Coverings:
 - Any type of hat or head covering may not be worn inside the building.
- Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:
 - Tank tops, strapless tops, spaghetti strap tops, backless tops, tops with large armholes or off the shoulder tops are prohibited unless worn over a t-shirt with sleeves.
 - Garments worn under jackets, coats, shrugs, and sweaters must be in dress code.
 - No low necklines (cleavage should not be visible).
 - No see-through lace or mesh shirts.
 - Tops must meet the beltline when seated. Undergarments and front or back midriff should never be exposed.

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- Spandex/Lycra tops or any shirt that fits excessively tight is prohibited.
- No full-length jackets and coats such as those commonly referred to as “trench coats” or “dusters”.
- Oversized hoodies are prohibited.
- Hoodies, sweatshirts, jackets, etc. can be no longer than the break of the wrist. The sleeve length must end at the wrist and the length at the waist cannot be longer than the fingers extended at the sides.
- Shirts with lewd or inappropriate graphics or comments shall be prohibited.
- Face Coverings are optional, but if worn, they must follow the dress code and be utilized for health and safety purposes.
- Dresses, Jumpers, Skirts, Skorts, Shorts:
 - Must be at or below an ID card length above the knee unless worn with leggings (see below for length when worn with leggings).
 - No biker shorts or wind shorts.
 - No shorts, skirts or skorts that sag.
 - No spandex or Lycra shorts, skirts or skorts.
- Pants and Jeans: Sagging is NOT permitted.
 - Pants, jeans, or skirts that do not fit at the waist, cause a safety concern, and/or disrupt the educational process are NOT permitted.
 - Students are not to wear jeans that are torn, or have holes anywhere that is larger than an ID card above the knee (No skin should show) and no holes are to be larger than an ID.
 - No pajama wear of any kind except on designated days.
 - Leggings, jeggings or workout pants may be worn with a skirt, blouse, or top garment that meets or exceeds the tips of the finger when arms are fully extended.
 - Jeans with holes:
 - Holes cannot be bigger than an ID card.
 - Holes that are above the knee cannot show skin.
 - Leggings may be worn under the jeans to keep the jeans and student in compliance.
- Shoes:
 - Footwear shall be always worn.
 - No shoes with wheels may be worn.
 - No house shoes.
- Hair:
 - Students’ hair shall be clean, neat, and well-groomed in appearance.
 - Facial hair (beards, sideburns, and mustaches) shall be clean, maintained, and well-groomed in appearance.
 - Spiked hair longer than 2 inches is prohibited.
- Accessories:
 - No more than 1 facial piercing is allowed.
 - No sunglasses shall be worn in the building.
 - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal studded clothing are not permitted.

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- Bandanas, do-rags, and towels are prohibited.
- Grillz are not permitted at any time while on campus or at school sponsored events.
- Bandanas are prohibited as hair accessories.
- Chain wallets – the chain of a chain wallet cannot exceed 6 inches in length.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments shall not be visible at any time.
- Costumes are not permitted except on designated days. Tails and ears are considered costumes and will not be permitted.
- Clothing shall not be see-through.
- Student ID's must be always visible.

High School Dress Code: Grades 9 – 12

The following standards for dress and grooming will be enforced:

- Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:
 - Strapless tops, spaghetti strap tops, backless tops, tops with large armholes or off the shoulder tops are prohibited unless worn over a t-shirt with sleeves.
 - Tank tops with straps that are the width of a campus ID are acceptable.
 - Garments worn under jackets, coats, shrugs, and sweaters must be in dress code.
 - No low necklines (cleavage should not be visible).
 - No sheer or see-through lace/mesh shirts.
 - Tops must meet the beltline. Undergarments and front or back midriff should never be exposed.
 - Spandex/Lycra tops or any shirt that fits excessively tight is prohibited.
 - No full-length jackets and coats such as those commonly referred to as “trench coats” or “dusters”.
 - Oversized hoodies are prohibited. Hoodies, sweatshirts, jackets, etc. can be no longer than the break of the wrist.
 - Shirts with lewd or inappropriate graphics or comments shall be prohibited.
- Dresses, Jumpers, Skirts, Skorts:
 - Must be no shorter than 3 inches above the knee.
 - No shorts, skirts or skorts that sag.
 - No spandex or Lycra shorts, skirts or skorts.
- Shorts:
 - No biker shorts or wind shorts.
 - Must be mid-thigh in length.
- Pants and Jeans:
 - Sagging is NOT permitted.
 - Pants, shorts, jeans, or skirts that do not fit at the waist, cause a safety concern, and/or disrupt the educational process are NOT permitted.
 - Students are not to wear jeans that are torn, frayed or have holes from the waistband to 3 inches above the knee. No holes larger than the width of a student ID card, measured at 3¼ inches.

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- Holes, tears, or frays 3 inches above the knee shall have no visible skin showing. Holes below the knee may be no larger than the width of a student's ID.
- No pajama wear of any kind except on designated days.
- Leggings, jeggings, or workout pants may be worn with a skirt, blouse, or top garment that meets or exceeds the tips of the finger when arms are fully extended. However, sheer hosiery leggings are prohibited.
- No leggings, yoga pants, or spandex pants of any kind (Crossroads High School only).
- Shoes:
 - Footwear shall be always worn.
 - No shoes with wheels may be worn.
 - No house shoes.
- Hair:
 - Students' hair shall be clean, neat, and well-groomed in appearance.
 - Facial hair (beards, sideburns, and mustaches) shall be clean, maintained, and well-groomed in appearance.
 - Face must be visible.
 - Spiked hair longer than 2 inches is prohibited.
- Accessories:
 - Facial piercings are allowed if the piercings are not deemed a distraction by the administration.
 - No sunglasses shall be worn in the building.
 - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal studded clothing are not permitted.
 - Bandanas, durags, bonnets, towels, extra clothes, headbands, and sweatbands are prohibited.
 - Grillz are not permitted at any time while on campus or at school sponsored events.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments shall not be visible at any time.
- Costumes are not permitted except on designated days. Tails and ears are considered costumes and will not be allowed.
- Clothing shall not be see-through.

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. For more information about staying connected to your child's internet searches through the Bark app, please visit

In accordance with state and federal law, the district will:

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- 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 concern about student use of electronic devices, please contact Maron Samuel, Director of Technology, at 254-547-1227.

[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. The student or parent 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.]

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In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** 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.

Payments made for the Technology Insurance, as it is listed within the district user agreement can be made at the CCISD School Pay website or by using the camera on your and placing it over the QR code (below):

Link: <https://www.schoolpay.com/link/20242025StudentTechnologyFees>



QR Code:

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

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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" 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.

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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 \(https://www.uilTEXAS.org/athletics/manuals\)](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.

[See [UIL Texas \(https://www.uilTEXAS.org/\)](https://www.uilTEXAS.org/) for additional information on all UIL-governed activities.]

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

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, **with approval from the campus principal**.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

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- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall permit unlimited absences for extracurricular activities in a school year if the student remains eligible. 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

Students have many opportunities available to participate in organizations at the campuses, including class officers and student council. Each organization has guidelines for participation and for serving in a leadership role within the organization. For more information contact the club sponsor and/or advisor.

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.
- 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

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- 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.

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)
19	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 and are also attached herein as Appendix III. 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.
- Procedures for a student to follow an absence.

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- 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.

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,

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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.

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,

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by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech	0.5	0.5
Electives	4.5	6.5
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

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Financial Aid Application Requirement

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

The Copperas Cove High School Senior counselor and Senior administrator will coordinate with local community colleges and universities to help facilitate FAFSA completion requirements for CCISD students.

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.

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.

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

A student who receives special education services and has completed four years of high school but has not met the requirements of 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.]

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Graduation Activities

For further information, see policy [EIF\(Legal & Local\)](#) and [FMH\(Legal & Local\)](#)

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

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

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

- Valedictorian and Salutatorian
- Class President
- Top Ten Graduating Seniors

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 Speakers (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.]

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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)**.]

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 (All Grade Levels)** 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 they 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, 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.

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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.

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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.]

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.

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

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus 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:

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- 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 has partnered with community-based agencies to provide on demand school based mental health services through telehealth and face to face support. Students are provided education and information about mental health through on-going initiatives such as Mental Illness Awareness Week and Suicide Prevention Week. Counselors provide programming that is developmentally appropriate to help provide support, teach students to fight the stigma of mental health.

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 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
- **resources:**
- **The Director of Health Services, Amy Hudson, at (254) 547-1227.**
- The Director of Behavioral Support Services, Amy Simpson, at (254) 547-1227.
- The local public health authority, Copperas Cove Health Department, at (254) 547-8383.
- The local mental health authority, Central Counties Services, at (254) 547-5914.
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

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Physical Activity Requirements

Elementary School

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

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

Junior High/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.

Students participating in physical education in grades 6 – 12 are required to wear the uniform adopted by CCISD which consists of a gray t-shirt and a pair of gray shorts or sweatpants. Students should also wear or bring appropriate shoes for P.E. All students are required to wear the uniform in order to receive full credit for participation. Students not dressing out daily in the proper uniform may receive disciplinary action and a failing grade.

In case of illness, a note from the parent will be sufficient to excuse a student from P.E. for a period of up to five days. Beyond the five-day period, a note from a physician will be necessary.

Lockers are provided to all P.E./UIL students in grades 6 – 12 in the athletic locker rooms. Students are responsible for supplying their own locks. For locks that require a key, a duplicate key must be submitted to the campus athletic/sports coordinator. For combination locks, the combination code must be provided to the campus athletic/sports coordinator, with any changes to the combination throughout the year promptly reported. All personal items, book bags, purses, etc. should be placed in the student's locker prior to leaving the locker room for P.E./UIL class. Neither CCISD nor the athletic department are responsible for lost or stolen items in the athletic locker rooms.

For additional information on the district's junior high student physical activity programs and requirements, please see the campus 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 your campus principal.

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Physical Health Screenings/Examinations

As required by state law, all pre-kindergarten 4-year-olds, kindergarten, first, third, fifth and seventh grade students, as well as new students to public school, will have a vision and hearing screening by the school health services staff.

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

Spinal Screening Program

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

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

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

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at the [CCISD Homepage](#) for information regarding meningitis at the following link: [CSHS – Bacterial 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

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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 the [CCISD Homepage](#).

[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, 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

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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 Director of Health Services, Amy Hudson, at (254) 547-1227.
- The Director of Behavioral Support Services, Amy Simpson, at (254) 547-1227.
- The local public health authority, Copperas Cove Health Department, at (254) 547-8383.
- The local mental health authority, Central Counties Services, at (254) 547-5914.

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 the [CCISD Homepage](#).

- 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.

- Suicide Prevention and Substance Abuse.
- The district provides initiatives to address all the above through annual programming on each individual campus that is also developmentally appropriate.

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- Suicide prevention education teaches students and staff to recognize the warning signs of suicide and how to respond. Professional development is provided to staff to understand and learn the signs of suicide and how to respond and provide care for students exhibiting suicidal thoughts or behaviors through the Mental Health First Aid training. The students participate in programming that educates them on how to seek help for themselves and/or others. This programming includes a week of activities and instruction that is dedicated to educating students, empowering them with responsive skills and building self-awareness.
- Substance abuse prevention and education is provided through Red Ribbon programming which has a focus on raising awareness of the risks associated with substance use and abuse. Students participate in drug prevention education activities and classroom lessons that teach students how drug and alcohol use can be prevented by making healthy choices.
- Conflict Resolution and Positive Behavior Interventions and Support
 - Students are provided guided classroom lessons that are geared towards self-regulation and conflict resolution. Interventions are developmentally appropriate therefore instruction varies from campus to campus. We utilize initiatives like Start with Hello and Unity Day, to teach students how to engage in productive communication that resolves conflict before things have a chance to escalate into something more serious. We continually teach students about being good citizens through classroom lessons and activities.
- Grief-Informed and Trauma-Informed Care
 - All staff to include incoming staff have completed Trauma-Informed Resilient Schools training. The focus of this training is to prepare school professionals on how to create trauma-informed schools and classrooms. Staff is exposed to strategies such as fostering connections, prioritizing social and emotional skills and establishing safe environments for students.
- Mental Health Promotion and Intervention
 - The district has partnered with community-based agencies to provide on demand school based mental health services through telehealth and face to face support. Students are provided education and information about mental health through on-going initiatives such as Mental Illness Awareness Week and Suicide Prevention Week. Counselors provide programming that is developmentally appropriate to help provide support, teach students to fight the stigma of mental health. The district employees full time Licensed Mental Health Clinicians and have the support of a Mental Health Deputy to provide support and assistance to any student in need.
- Comprehensive School Counseling Program
 - The goal of the district through all programming and initiatives is to maximize opportunities for academic achievement, ensuring mental health, reinforcing healthy emotional choices and advocating for students. School counselors are provided continual professional development to help them design and deliver programs that support the whole child and ensure the best outcome for every student. Counselors work to collaborate with other district stake holders and

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families to make sure all students have equal access to educational resources and referral to community resources when needed.

- Violence Prevention and Dating Violence
 - Counselors provide resources and lessons to students to discuss violence and dating violence prevention. Several programs are used throughout CCISD to target violence prevention.
- Sexual Abuse and Child Trafficking
 - All CCISD staff receive annual training on signs of sexual abuse and child trafficking as well as reporting requirements when abuse is suspected.

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

Please contact Amy Simpson, Director of Behavioral Support Services, at (254) 547-1227 or simpsona@ccisd.com for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four (4) meetings. Additional information about the district's SHAC is available from the Director of Student Services, Stacie Golden, at (254) 547-1227.

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 the [CCISD Homepage](#).

[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 the Director of Child Nutrition, Melissa Bryan, at (254) 547-1227.

Homework (All Grade Levels)

Homework should have an educational purpose and should be assigned to strengthen regular classroom work. Homework is not to be used as a disciplinary measure. Homework is necessary for successful student achievement. It reinforces class work, develops better work habits, provides an avenue by which students may get caught up on their assignments, and provides parents with an insight as to their child's course of study. Since many of the assignments are used to assist teachers in the instruction of specific concepts on the day the homework is due, assignments become less meaningful if completed at a later date.

Teachers will consider the grade level of the student, subject content and homework assignments by other teachers when assigning homework. On the average, students in the first, second, third

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and fourth grades with all subjects combined should not be given homework which will require more than one hour to complete; while other elementary students with all subjects combined should not be given homework which will require more than one hour and 40 minutes to complete.

Teachers will consider that students have different abilities, and some students will require more time to complete an assignment than it will require the “average” student to complete. Students are expected to return work on the assigned due date. Extenuating circumstances, such as illness, could possibly cause an extension of time. Other extenuating circumstances can be at the discretion of the teacher.

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

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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:

- 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.

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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 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

All CCISD campuses are closed. Students are not permitted to leave campus for 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

An elementary or junior high student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete coursework in alignment with the campus course offerings. Core classes are taught by DAEP staff when possible. Junior high students will receive junior high enrichment in place of elective classes unless it is a class that will receive high school credit (i.e., Spanish 1).

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 [CCISD Homepage](#).

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: Stacie Golden, Director of Student Services, 408 S. Main Street, Copperas Cove, TX 76522, (254) 547-1227.

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: Lauryn Canto, Coordinator of 504 and Special Programs, at 254-547-1227 or cantol@ccisd.com.
- For all other concerns regarding discrimination, see: Dr. Joe Burns, Superintendent, 408 S. Main Street, Copperas Cove, TX 76522, (254) 547-1227.

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

Parent and Family Engagement (All Grade Levels)

Working Together

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

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

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- 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 at for an appointment. The teacher will usually return 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. Contact your child’s campus for a list of parent organizations.
- 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: Monica Hall, Superintendent’s Secretary, at (254) 547-1227.
- 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 second Tuesday of each month at 6:30 PM at the District Service and Training Center located at 408 S. Main Street. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 408 S. Main Street and online at the [CCISD Homepage](#).

[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 permit and pay a fee of \$10.00 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

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- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow vehicles, at the owner's expense, 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.

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

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. The District shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade, except in a dual

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credit course. An average of 60 or higher in a dual credit course shall be considered a passing grade.

- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In kindergarten and grade 1, promotion is based on a standards-based reporting system, which covers course-level, grade-level standards (essential knowledge and skills) for all subject areas.

To be promoted, a student shall achieve a majority of “meet standard (3)” or “above (4)” for all subjects.

In kindergarten and grade 1, promotion is based on results of the approved state assessment(s) and other assessments which shall be considered in addition to the review criteria listed below if a student’s work is unsatisfactory in a kindergarten class.

The teacher, in consultation with the campus administrators, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. Review shall be required on all retentions. For Kindergarten retentions, results of the approved state reading assessments and other assessments shall be considered in addition to the review criteria listed below if a student’s work is unsatisfactory in a kindergarten class. For 1st grade retentions, a student may be retained when “meet standard” or above is not met in language arts, reading and mathematics.

The review team may consist of the principal or designee(s) and the student’s teacher or teacher team. The team shall consider the following when considering retention: the student’s age, achievement test results, prior retentions, maturity, and attendance, as well as teacher recommendations, parent requests, and social and emotional implications.

In grades 2-5, promotion is based on an overall average of on a scale of 100 based on course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts/reading, mathematics, science, and social studies.

In grade 2, in order to be promoted to the next grade level, a student must have:

- An overall yearly combined average of 70+ in Language Arts, Reading, and Math
- A yearly average of 70+ in Reading
- A yearly average of 70+ in Math

In grades 3-5, in order to be promoted to the next grade level, a student must have:

- An overall yearly combined average of 70+ in all subjects (M, LA, R, SS, S)
- A yearly average of 70+ in Reading
- A yearly average of 70+ in Math

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English/language arts/reading, mathematics, science, and social studies.

In grades 6-8, in order to be promoted to the next grade level, a student must have

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- An overall yearly combined average of 70+ in all subjects (M, ELA-R, S, SS).
- Additionally, in order to be promoted to the next grade, a student must pass with a 70+ yearly average in 3 of the 4 core subjects: Math, ELA-R, Science, and Social.

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.

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)**.]

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

Repeating a High-School Credit Course

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

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

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

Release of 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 six (6) weeks.

At the end of the first three (3) 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.]

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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 the following day after they are received. 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 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.

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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.

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.

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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 school counselor or campus 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.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

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 accessing [STOPit Reporting](#) or by clicking the [STOPit Reporting](#) logo on the front page the [CCISD website](#) and/or on the front page of every campus 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.

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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.

Please visit the [CCISD Homepage](#) for more information.

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. Please visit the [CCISD Homepage](#) for more information on this.

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.

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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.

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:

- Radio
 - WACO FM (99.9)
 - KRRQ FM (102.5)
 - KBGO FM (95.7)
 - KWTX AM (1460)
 - KWTX FM (97.5)
 - KRZI AM (1580)
 - KEYR AM (92.9)
 - KBCT FM (94.5)
- Television
 - KCEN-TV (Channel 6)
 - KWTX-TV (Channel 10)
 - KXXV-TV (Channel 25)
 - KWKT TV (Channel 44)

Listening/watching these stations should give you accurate information. The [CCISD Homepage](http://www.ccisd.com) (www.ccisd.com) and [CCISD Facebook](#) page will also have current information on school closings. If conditions indicate that school might be closed, tune to any of these stations for information. School will always be in session unless specifically stated otherwise.

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

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

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Schedule Changes (Middle/Junior High and High School Grade Levels)

Refer to the specific campus sections for information related to 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: Bernie Jackson, the district designated asbestos coordinator, at (254) 547-1227.

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, visit the [CCISD Child Nutrition Dept.](#) or contact: Melissa Bryan, Director of Child Nutrition, at (254) 547-1227 or murraym@ccisd.com. **Additional information related to the policies and procedures for the Child Nutrition Department can be located within the [Cafeteria Services 2024-2025](#) document.**

[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,

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

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

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

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<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 about these policies and guidelines, see the campus principal. [See policy FFA for more information.]

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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: Thomas Haire, the district designated IPM coordinator, at (254) 547-1227.

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 a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use with a pass from the teacher. The libraries are also open before and after school for student use. For the exact hours of operation, contact the campus library.

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 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 the campus principal or campus librarian related to providing specific feedback. 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.

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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.

Campus doors open at the posted time for each campus. Supervision is on an extremely restricted basis prior to the time the doors open. Students should not arrive at school prior to that time unless they ride a bus or eat breakfast. The campus operating hours are located on the individual campus pages found at the end of this section.

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 Non-curriculum Related Groups (Secondary Grade Levels Only)

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

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

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)** for more information.]

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

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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 **Homework should have an educational purpose and** should be assigned to strengthen regular classroom work. Homework is not to be used as a disciplinary measure. Homework is necessary for successful student achievement. It reinforces class work, develops better work habits, provides an avenue by which students may get caught up on their assignments, and provides parents with an insight as to their child's course of study. Since many of the assignments are used to assist teachers in the instruction of specific concepts on the day the homework is due, assignments become less meaningful if completed at a later date.

Teachers will consider the grade level of the student, subject content and homework assignments by other teachers when assigning homework. On the average, students in the first, second, third and fourth grades with all subjects combined should not be given homework which will require more than one hour to complete; while other elementary students with all subjects combined should not be given homework which will require more than one hour and 40 minutes to complete.

Teachers will consider that students have different abilities, and some students will require more time to complete an assignment than it will require the "average" student to complete. Students are expected to return work on the assigned due date. Extenuating circumstances, such as illness, could possibly cause an extension of time. Other extenuating circumstances can be at the discretion of the teacher.

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

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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.

Drug Testing (Secondary Grade Levels Only)

For further information, see policy FNF(LOCAL).

[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. Refusal to a search of the vehicle may result in the revocation of the student's parking permit by campus administration. 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)**.]

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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 CCISD Curriculum Office at (254) 547-1227

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: banquets and selected student assemblies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their 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.]

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Summer School (All Grade Levels)

Summer school is offered to students in grades 1-8 who do not meet the requirements of the district promotion policy. Students are selected to attend summer school upon review of their STAAR and EOC scores, academic record, teacher recommendation, and excessive absences.

Copperas Cove High School offers a recovery/EOC remediation summer program for its students to satisfy the requirements of courses and EOC tests not successfully completed during the school year. Some accelerated courses are also offered on a fee basis to students who wish to get additional credits. Further information regarding summer school will be published prior to registration for summer school and will be available to students from their counselor.

Crossroads High School offers an extended year program in credit recovery for DAEP students. Students enrolled at Crossroads High School also have the opportunity to earn additional credits. Further information regarding the extended year program is available through the Crossroads High School counselor.

Tardies (All Grade Levels)

Students are considered tardy when they are late to class. It is important that students arrive on time daily and ready to learn. The first few minutes of the school day are critical for the teacher to set the focus and lesson for the class. Tardiness disrupts instruction for both the tardy student and others in the classroom.

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. Contact the campus principal for more information on student tardies.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

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

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

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

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[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

The campus principal is authorized to transfer a student from one classroom to another. For information related to In-District (campus) Transfers or Out-of-District (campus) Transfers, see the [CCISD Homepage](#).

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, 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 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 has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus. This information can be accessed at the [CCISD Homepage](#).

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: Michael Haire, Director of Transportation, (254) 547-3362.

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 the CCISD Transportation Office at (254) 547-3362.

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 and remain cooperative

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- Be courteous to others
- The use of profane language is prohibited
- Food and drinks will not be allowed to be consumed on the bus, however, water is allowed
- 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 and face forward.
 - If the driver assigns seats to the riders, it is the expectation the student remains in that seat for the duration of time determined by the bus driver. Failure to adhere to this expectation will be considered a violation.
- 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.
- Personal devices (including, but not limited to cell phones, iPads/tablets, mp3 players, or laptops) should not be shared with others and shall remain distraction free while on the bus. Earbuds, headphones must be used with a device to ensure it is not distracting to the bus driver.

Misconduct and other violations of these expectations 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.]

Pre-k and kindergarten students who are not met by a designated responsible person at the bus stop will be transported to the CCISD Transportation Department. A designated responsible person must then pick up the student no later than 5:30 PM at the CCISD Transportation Department at 455 Summers Road. The phone number for the transportation department is 254-547-3362.

Any pre-k or kindergarten student not picked up by 5:30 PM may be turned over to the custody of the Copperas Cove Police Department and/or Child Protective Services.

General School Bus Policies:

- Students will abide by the district's rules and regulations concerning bus students, including conduct and dress code pertaining to respective campuses and grade levels.
- While on the bus, students are under the authority of Copperas Cove ISD. Students must follow the instructions from the drivers as if they are classroom teachers. At no time will a student act toward, or address comments to a bus driver in a disrespectful manner or refuse to cooperate with the driver. Students will identify themselves when asked to do so by the driver or other school official.
- The principal's jurisdiction extends to the bus stop.
- Only students who are eligible to ride may be transported and must ride their assigned bus.

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- Students must not ask to ride home on another bus with a friend unless approved by the principal and/or Director of Transportation.
- Students must board and leave the bus at designated stops only.
- It is the responsibility of the parent to provide transportation to school if a child misses the bus.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended, or revoked.

Consequences for Violation of Safety Rules

- 1st Violation: Transportation Department confers with students and/or takes other appropriate actions (parent contact, office conference, and warning letter).
- 2nd Violation: Transportation Department confers with student and/or takes other appropriate actions (parent contact, office conference, warning letter, in-school disciplinary measures).
- 3rd Violation: Student may be suspended from the bus for 1 – 5 days. Parent will receive written notification explaining misconduct and future consequences.
- 4th or More Violations: Student may be removed from the bus for the remainder of the semester unless the removal occurs during the last nine-week period when suspension may be carried over to the following semester. The campus administrator will have the final authority in resolving the situation. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Transportation of Student Materials

- Every effort will be made to accommodate the needs of our students. Sports equipment, band instruments and other large items may be allowed on a space available basis with proper permission of an administrator. All materials must be in the student's lap or stored under the student's seat. All items should remain in backpacks when possible.
- The following items are not allowed on the bus: radios, electronic devices (CD, MP3, games, pagers, etc.), skateboards, skates, toys, live or dead animals, poles, flag sticks, weapons, and any other object which may be a safety hazard on a school bus. Science projects are not allowed on the bus if they contain any of the following materials: flammable liquids or gases, hazardous materials, poisons, any form of explosives, irritating materials such as tear gas, radioactive materials, drugs, glass, and any protruding objects that may cause injury to others. Students should be able to hold the projects in their laps. Use of cell phones on buses is strictly prohibited. Students may not talk, text, video, photograph or use their phone for any other purpose while on a school bus.

Emergency Bus Pass

- If there is a need for a student to ride a different bus or get off at a different bus stop, the parents must contact the school and request such action. The school will check with the transportation department to see if space is available on the requested bus. If approved, the school will issue an emergency bus pass for this request.

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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 campus 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 campus 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 campus principal or the CCISD Director of Special Education, Cynthia Lavalee, at (254) 547-1227, that the district has designated to coordinate the implementation of and compliance with this law.

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

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

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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).

[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 various dates throughout the school year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus for more information and to complete a Volunteer Application.

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.

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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 (3) days' notice of withdrawal so that records and documents may be prepared.

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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.

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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.

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

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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.

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Appendix I:

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [FFI\(LOCAL\)](#). Below is the text of CCISD’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 6/13/2023. Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples:

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

Retaliation

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

Examples:

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

False Claim

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

Timely Reporting

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

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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.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

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.

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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.

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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.

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Appendix II:

Student Welfare. Freedom from Discrimination, Harassment, and Retaliation. FFH (LOCAL)

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as 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 adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or de-rogatory language directed at another 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; cyber-harassment; physical aggression or as-sault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment,

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and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; re-quests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the 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. For purposes of

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this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; putdowns; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

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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 shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual

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Harassment—Title IX. The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation. If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a de-signee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

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Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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 prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

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 and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

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- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

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Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, 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 or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding 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 readily available at each campus and the District administrative office.

Appendix III

Grading Procedure Pre-K through 12



Department of Curriculum and Instruction

Copperas Cove ISD

Revised July 22, 2024

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General Guidance (PK-12)

Parent/guardians will receive progress reports after the third week of each six weeks grading period (progress report) and once at the end of each six weeks grading period. Supplemental progress reports may be sent. The progress report form shall indicate the need for a parent conference, if necessary. When mailed by the teacher rather than a school wide automated mailing system, the teacher should keep a copy of the mailing with date and time information.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives. Grades must reflect a student's relative mastery of a TEKS based assignment or assessment.

When averaging grades for report cards, any fractional part of one-half or more allows the student grade to round up, ex. 73.5= 74. In accordance with guidelines, {EIA (LOCAL)} a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. For purposes of the policy, reasonable opportunity shall mean that the parent or student contacts the teacher within ten school days from the time the grade is posted in Skyward Family Access and/or the graded assignment is returned to the student, whichever is later, to schedule a mutually agreeable time to redo the assignment or retake a test. The test or assignment must be over the same standards but may be in a different format from the original assignment or test. Prior to retaking the test or being allowed to redo an assignment, the student shall attend a minimum of one tutorial/small-group reteach on the targeted academic skill. If a student takes advantage of a redo opportunity, the grade recorded in the gradebook will be the better of the two scores.

Should a student wish to make up an assignment or retake a test for which he/she received a failing grade during the sixth six weeks grading period, the time frame for availing himself/herself of that opportunity may be significantly shortened due to the fact that all grades must be earned within the student instructional calendar days. Final exams are not eligible for retest. The end of year Advanced Placement exams are governed by the College Board. All Dual Credit exams and assignments are governed by the sponsoring university/college.

Should a high school student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum allowed deduction being 30 points. If the student missed a due date because he/she was out due to an excused absence, the student will be allowed an appropriate time to submit the assignment without penalty (see High School).

It is a district expectation that grades be entered weekly, within 5 working days after an assignment is submitted to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback for future learning. It is recommended that half of the required grades be entered by progress report.

Board policies guiding this procedure:

[EIA \(LEGAL\) & \(LOCAL\)](#)

[EIC \(LEGAL\) & \(LOCAL\)](#)

[EIE \(LEGAL\) & \(LOCAL\)](#)

[EIF \(LEGAL\) & \(LOCAL\)](#)

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Transfer Grade Equivalents:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	75-79
C-	70-74
D/F	69 *

*Students who transfer with a letter grade of “D” but credit is awarded by the sending school, CCISD will honor the credit awarded. If a numerical grade is needed, a 69 can be input or the registrar can contact the sending school for the sending district’s numerical equivalent, if available.

DEFINITIONS:

Formative assessment is an assessment for learning that provides the teacher with information used to adjust instruction and provide the student with feedback in order to increase learning. Formative assessments can be taken for a grade. Some examples may include:

- Quizzes
- Exit tickets
- Response journals
- In-class practice
- Quick writes/free-writing
- Labs (as part of the learning process)
- Rough drafts of essays
- Common Formative Assessments (CFA)

Summative assessment is an assessment of learning that determines to what extent students know and understand information that was taught. Some examples may include:

- Unit assessments
- Common assessments
- Final copies of essays
- Major projects
- Semester and final exams

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High School Grading Procedure

The teacher, in consultation with the campus administrator and Student Assistance Team, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. The purpose of the meeting would be the development of a plan to prevent future failure. The review team may consist of the principal or designee, counselor, and student’s teacher or teaching team.

Course credit shall be based on mastery of the curriculum. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student’s performance indicates the level of mastery of the designated district objectives. Grades must reflect a student’s relative mastery of a TEKS based assignment or assessment.

Homework is designed to be meaningful practice of previously taught skills. Homework shall not be an assessment of mastery and therefore should not be recorded in the gradebook.

Late/Make-Up Work

Should a student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum deduction allowed being 30 points. Late work will not be accepted after the third consecutive school day if the teacher has made parent contact to remind the parent and student of the approaching deadline (ex: assignment is due Monday, the assignment will not be accepted after Thursday if the teacher has made parent and student contact). No late work will be accepted in AP courses; however, if the student missed a due date because he/she was out due to an excused absence, the student shall submit the assignment the day he/she returns or attends class, whichever is sooner.

If a student missed an in-class assignment because he/she was out due to an excused absence, the student will be allowed appropriate time to submit the assignment without penalty (for purposes of clarity, an appropriate time to make up the assignment will be the number of days the student was absent plus one additional day).

General philosophy on the redo procedure is found in the General section of this document.

Category Weights by Course Type

Regular Classes

Formative Grades	40%
Summative Grades	60%

Honors Classes

Formative Grades	30%
Summative Grades	70%

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Within a six-weeks grading period, a MINIMUM of six (6) formative grades and three (3) summative grades must be taken. Within a five-week grading period or during STAAR testing, a MINIMUM of five (5) formative grades and (2) summative grades must be taken.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

AP/Dual Credit

AP and Dual Credit courses are designed to be college level courses. Grading in these courses will be dictated by the course syllabus. A minimum number of grades is not required. Grades will be calculated by the number of possible points able to be earned, divided by the total number of points earned for each six weeks.

Formative Grades	20%
Summative Grades	80%

Students, parents, and teachers must be vigilant in monitoring the student's progress.

Grade Classification Requirements

Grade-level advancement for students in grades 9-12 shall be earned by course credits.

Copperas Cove HS

1. 9th/Freshman—completion of eighth grade and 0–5.5 credits
2. 10th/Sophomore—completion of one year of high school and 6 credits
3. 11th/Junior—completion of two years of high school and 12 credits
4. 12th/Senior—completion of three years of high school and 19 credits

Crossroads HS

1. 9th/Freshman—completion of eighth grade and 0–5.0 credit
2. 10th/Sophomore— 5 credits
3. 11th/Junior— 10 credits
4. 12th/Senior— 16 credits

****Note:** Credits denied because of excessive absences are not included when determining credit totals.

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Jr. High School Grading Procedure

The teacher, in consultation with the campus administrator and Student Assistance Team, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. The purpose of the meeting would be the development of a plan to prevent future failure.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student's teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent input, attendance, and social and emotional implications. Students in grade 8 must meet the passing standards on the state-mandated assessment area(s) required by the state during SSI years as designated by TEA.

Promotion and/or course credit shall be based on mastery of the curriculum. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives. Grades must reflect a student's relative mastery of a TEKS based assignment or assessment.

Homework is designed to be meaningful practice of previously taught skills. Homework shall not be an assessment of mastery and therefore should not be recorded in the gradebook.

Category Weights

Formative Grades	40%
Summative Grades	60%

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and three (3) summative grades must be taken. Within a five-week grading period or during STAAR testing, a MINIMUM of five (5) formative grades and two (2) summative grades must be taken.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

In order to be promoted to the next grade level, a student must have an overall combined yearly average of 70+ in CORE subjects taken. Additionally, a student must pass with a 70+ yearly average in three of the four core subjects: reading/language arts, math, science and social studies. Students in grade 8 must meet the passing standards on the state-mandated assessment area(s) required by the state. This document does not negate any requirements of the student success initiative.

Intervention and IEP/Applied Courses will have a minimum of 1 grade per week that is directly related to the student's goal in the subject. All grades will be weighted equally in all content areas for Intervention and IEP/Applied Courses.

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Elementary Grading Procedure

The teacher/s, in consultation with the campus administrator, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student's teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent input, attendance, and social and emotional implications. Students in grade 5 must meet the passing standards on the state-mandated assessment area(s) required by the state during SSI years as designated by TEA. This document does not negate any requirements of the student success initiative.

Variations from the grading policy in pre-kindergarten, kindergarten, first grade, and second grade are explained in the sections dealing with those three grade levels.

3rd-5th grade

Grades should be reflective of a student's mastery of the skills/content taught. Grades will be taken on a minimum of 8 different assignments or assessments in reading/language arts and math. Grades will be taken on a minimum of 6 different assignments or assessments in social studies and science. In reading, math, science, and social studies, tests and daily work will have equal value and not be weighted in the grade book. Should a grading period only have 5 weeks, a MINIMUM of 6 grades will be taken in reading/language arts, math, and a minimum of 4 grades will be taken in science and social studies.

Homework shall not be an assessment of mastery. It is to be a meaningful practice of skills previously taught and shall not be recorded in the grade book.

****Students who have General Education and IEP/Applied (Resource) classes:**

General Education classes will have a minimum of 1 grade per week. IEP/Applied Courses will have a minimum of 1 grade per week that is directly related to the student's IEP goal in the subject. All grades will be weighted equally in all content areas for IEP/Applied Courses.

Fluency

Fluency is an important component of reading (wpm) and math (ppm) that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. Data should be collected and growth charted. No more than 1 grade per six weeks can be taken on fluency.

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Pre-Kindergarten

Teacher led instruction (curriculum) and the Pre-Kindergarten Universal Screener Assessment will be considered when assessing student progress.

The report card in Pre-Kindergarten uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond Pre-Kindergarten grade state standards
- 3 Meets Pre-Kindergarten grade state standards
- 2 Making progress toward Pre-Kindergarten grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student's mastery of the skills/content taught.

Kindergarten

The report card in Kindergarten uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond Kindergarten grade state standards
- 3 Meets Kindergarten grade state standards
- 2 Making progress toward Kindergarten grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student's mastery of the skills/content taught.

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First Grade Reporting

The report card in First Grade uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond 1st grade state standards
- 3 Meets 1st grade state standards
- 2 Making progress toward 1st grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student’s mastery of the skills/content taught.

Promotion/Retention for First Grade:

In First Grade, in order to be promoted to the next grade level, a student shall achieve a majority of “meet standard (3’s)” or “above (4’s)” in each area: reading/language arts and math.

Second Grade Reporting

The report card in Second Grade uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond 2nd grade state standards
- 3 Meets 2nd grade state standards
- 2 Making progress toward 2nd grade state standards
- 1 Area of concern; not making appropriate progress
- 2

Progress codes should be reflective of a student’s mastery of the skills/content taught.

Promotion/Retention for Second Grade:

In Second Grade, in order to be promoted to the next grade level, a student shall achieve a majority of “meet standard (3’s)” or “above (4’s)” in each area: reading/language arts and math.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

E	Excellent	90-100
S	Satisfactory	80-89
N	Needs to Improve	70-79
U	Unsatisfactory	69 and below

Grades should be reflective of a student’s mastery of the skills/content taught.

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Third through Fifth Grade Reporting

In Third through Fifth Grades, numerical grades shall be used on report cards to indicate progress in reading/language arts, mathematics, social studies, and science.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

E	Excellent	90-100
S	Satisfactory	80-89
N	Needs to Improve	70-79
U	Unsatisfactory	69 and below

Grades should be reflective of a student's mastery of the skills/content taught.

Grades will not be taken on Released STAAR tests as the purpose of the test is to provide formative data on a student's progress.

Promotion/Retention for Third Grade through Fifth Grade:

In Third through Fifth Grades, in order to be promoted to the next grade level, a student must have the following:

1. an overall yearly combined average of 70+ in all subjects,
2. a yearly average of 70+ in reading, and
3. a yearly average of 70+ in math
4. designated campus committee considers data listed in the Elementary Grading Procedure above

Conclusion (PK-12)

Parents and teachers are encouraged to work together to help the student achieve his/her individual goals by providing instruction and support aligned with national, state, and district standards. Teachers in Copperas Cove Independent School District are expected to follow the curriculum and instructional best practices set forth by the district. Curriculum-Based Measures will be used throughout the school year to determine if teaching methodologies in the classroom are effective with students and student groups, to guide instruction, and to determine the need for staff development.

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Appendix IV:

Alternative Methods for Earning Credit

Copperas Cove ISD
050910

ALTERNATIVE METHODS FOR EARNING CREDIT
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EHDB
(LOCAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a nonaccredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [see FEC].

The Board-approved examinations shall assess the student’s mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student’s educational records to determine whether the student has had prior instruction in the subject or course.

19 TAC 74.23

Texas Virtual School Network

The TxVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TxVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities.

The TxVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

19 TAC 70.1001(4)

“ONLINE SCHOOL (OLS) PROGRAM” “Online School (OLS) program” is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3–12 who are not physically present at school.

19 TAC 70.1001(7)

A TxVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2.

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A school district that operates a TxVSN OLS that serves students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year.

A TxVSN OLS or a school district wishing to add additional grade levels to its online program shall certify that the OLS has courses sufficient to comprise a full instructional program for each additional grade level to be served by the OLS prior to serving that grade level.

School districts approved to serve as TxVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TxVSN OLS students.

School districts serving as TxVSN OLSs must follow all requirements in 19 Administrative Code 70.1011.

19 TAC 70.1011

“Statewide Course Catalog”

“Statewide course catalog” is a supplemental online high school instructional program available through approved providers. 19 TAC 70.1001(10)

Course Providers

A TxVSN course provider is an entity that provides an electronic course through the TxVSN. Course providers include TxVSN OLSs and providers in the statewide course catalog. 19 TAC 70.1001(8)

Electronic Course

“Electronic course” means an educational course in which:

- Instruction and content are delivered primarily over the Internet;
- A student and teacher are in different locations for a majority of the student’s instructional period;
- Most instructional activities take place in an online environment;
- The online instructional activities are integral to the academic program;
- Extensive communication between a student and a teacher and among students is emphasized; and
- A student is not required to be located on the physical premises of a school district or open-enrollment charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.

Education Code 30A.001(4); 19 TAC 70.1001(1)

OLS Eligibility

To be eligible to serve as a TxVSN OLS, a school district shall:

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- Have a current accreditation status of Accredited under 19 Administrative Code 97.1055 (relating to Accreditation Status);
- Be rated acceptable under Education Code 39.054;
- Be rated at the Standard Achievement level or higher under the state financial accountability rating system under 19 Administrative Code 109.1001 (relating to Types of Financial Accountability Ratings);
- Have met statutory requirements for timely submission of annual audit and compliance reports, Public Education Information Management System (PEIMS) reports, and timely deposits with the Teacher Retirement System, with all records and reports reflecting satisfactory performance;
- Be in good standing with other programs, grants, and projects administered through TEA; and
- Have been approved to operate a TxVSN OLS as of January 1, 2013. 19 TAC 70.1009(a)

Statewide Course Catalog Provider Eligibility

To be eligible to serve as a course provider in the TxVSN statewide course catalog, a district must be rated acceptable under Education Code 39.054. A Texas school district may provide an electronic course through the TxVSN to a student enrolled in that district or school, a student enrolled in another school district or school in the state, or a student who resides in Texas who is enrolled in a school other than a public school district or charter school. 19 TAC 70.1007(a)

General Requirements

TxVSN course providers shall:

- Provide the TxVSN receiver district in which each TxVSN student is enrolled with written notice of a student's performance in the course at least once every 12 weeks;
- Provide the TxVSN receiver district in which each TxVSN student is enrolled with written notice of a student's performance at least once every three weeks if the student's performance in the course is consistently unsatisfactory, as determined by the TxVSN course provider;
- Notify students in writing upon enrollment to participate in the TxVSN course with specific dates and details regarding enrollment;
- Meet all federal and state requirements for educating students with disabilities;
- Provide a contingency plan for the continuation of instructional services to all TxVSN students allowing them to complete their TxVSN courses in the event that the contract or agreement through which the electronic courses are provided are terminated or the TxVSN courses become unavailable to students;
- Ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law, as applicable, whichever is less; and
- Meet all reporting requirements established by TxVSN central operations, including timely submission of student performance reports, course completion results, catalog data, data required to verify instructor qualifications, and all data necessary for the TxVSN Informed Choice Report required under 19 Administrative Code 70.1031 (relating to Informed Choice Reports). 19 TAC 70.1007(c)

Receiver District Requirements

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A district is eligible to serve as a receiver district in the TxVSN statewide course catalog. Each TxVSN receiver district shall:

- Register as a receiver district with TxVSN central operations;
- Assign a qualified staff member to serve as the TxVSN coordinator;
- Enroll a student who resides in Texas and who is enrolled in a school other than a public school district or charter school upon request by the student and/or parent or guardian; and
- In accordance with 19 Administrative Code 74.26 (relating to Award of Credit), award credit to a student enrolled in the district who has successfully completed all state and local requirements and received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for a course offered through the TxVSN statewide course catalog. 19 TAC 70.1008

Courses

All electronic courses to be made available through the TxVSN shall be reviewed and approved prior to being offered in accordance with the course requirements at 19 Administrative Code 70.1005. 19 TAC 70.1005(a)

An electronic course or program that was offered or could have been offered during the 2008–09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the TxVSN. Education Code 30A.006

Student Eligibility

A student is eligible to enroll in a TxVSN course only if the student:

- On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003;
- Has not graduated from high school; and
- Is otherwise eligible to enroll in a public school in this state. A student is eligible to enroll full-time in courses provided through the TxVSN only if:
 - The student was enrolled in a public school in this state in the preceding school year; or
 - The student has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year.

Exception for Military Dependents

A student is eligible to enroll in one or more TxVSN courses or enroll full-time in courses provided through the network if the student:

- Is a dependent of a member of the United States military;
- Was previously enrolled in high school in this state; and
- No longer resides in this state as a result of a military deployment or transfer.

Provisional Enrollment

If a student has not provided required evidence of eligibility to enroll, a TxVSN OLS may enroll a student provisionally for ten school days and withdraw the student from the OLS if the student

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does not provide the required evidence of eligibility within ten school days of the provisional enrollment.

Upon enrolling a student provisionally, the TxVSN OLS shall notify the student and the student's parents or guardians that the student will be withdrawn if documentation is not provided within the required timeframe. Education Code 30A.002; 19 TAC 70.1013

Enrolled Students

A student who is enrolled in the district as a full-time student may take one or more electronic courses through the TxVSN. Education Code 30A.107(b)

Unenrolled Students

A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TxVSN. The student:

- May not in any semester enroll in more than two electronic courses offered through the TxVSN;
- Is not considered to be a public school student;
- Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
- Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
- Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course. Education Code 30A.107(c)

Enrollment, Advancement, And Withdrawal

A student taking a course through the TxVSN statewide course catalog or a TxVSN OLS program is considered to:

- Be enrolled in a TxVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TxVSN subject area or course;
- Have successfully completed a course if the student demonstrates academic proficiency and earns credit for the course, as determined by the TxVSN teacher; and
- Be, and must be reported as, withdrawn from the TxVSN when the student is no longer actively participating in the TxVSN course or program.

A student taking a course through the TxVSN statewide course catalog:

- Shall enroll in each TxVSN course through the TxVSN online registration system;
- Shall be assigned a grade by the TxVSN teacher after the drop period established by TxVSN central operations;
- May withdraw from a course taken through the TxVSN after the instructional start date without academic or financial penalty within the drop period established by TxVSN central operations; and
- Shall have the grade assigned by the TxVSN teacher added to the student's transcript by the student's home district. A student enrolled full time in grades 3–8 must demonstrate academic

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proficiency sufficient to earn promotion to the next grade, as determined by the TxVSN teacher for the educational program. 19 TAC 70.1015

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Appendix V: Copperas Cove ISD Campuses

Early Childhood Center

Mae Stevens Early Learning Academy
Grades: PreK4
254-547-8289
Principal: Leah Miller
millerl@ccisd.com

Elementary Campuses

C.R. Clements/Hollie Parsons Elementary School

Grades: K-5
254-547-2235
Principal: Robin Grabitz
grabitzr@ccisd.com

Fairview/Miss Jewell Elementary School

Grades: K-5
254-547-4212
Principal: Dr. Rebekah Shuck
rebekah@ccisd.com

Hettie Halstead Elementary School

Grades: K-5
254-547-3440
Principal: Dr. Tonya Sweeney
tonyas@ccisd.com

House Creek Elementary School

Grades: K-5
254-518-3000
Principal: Todd Williams
williamst@ccisd.com

Martin Walker Elementary School

Grades: K-5
254-547-2283
Principal: Breanne Turner
turnerka@ccisd.com

J.L. Williams/Ledger Elementary School

Grades: K-5
254-542-3070
Principal: Jennifer Cresswell
cresswellj@ccisd.com

Junior High Campuses

Cove Junior High School

Grades: 6-8
254-547-6959
Principal: Jeff Shannon
shannonj@ccisd.com

S.C. Lee Junior High School

Grades: 6-8
254-542-7877
Principal: Marshall Chauvin
chauvinma@ccisd.com

High School Campuses

Copperas Cove High School

Grades: 9-12
254-547-2534
Principal: Carlin Grammer
grammerc@ccisd.com

Crossroads High School

Grades: 9-12
254-547-9164
Principal: Patrick Crawley
crawleyp@ccisd.com

Alternative Education Programs

District Alternative Education Program

Grades: K-5
254-547-3440
Principal: Dr. Tonya Sweeney
tonyas@ccisd.com

District Alternative Education Program

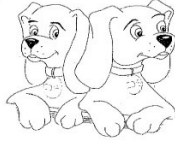
Grades: 6-12
254-547-9164
Principal: Patrick Crawley
crawleyp@ccisd.com

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MAE STEVENS EARLY LEARNING ACADEMY

302 Manning Drive
Copperas Cove, Texas
Phone: (254) 547-8289 / Fax: (254) 547-8325

MASCOT: PUPPIES



“PAWS” itively impacting the lives of small children

Principal: Leah Miller, millerl@ccisd.com

Assistant Principal: Heather Peacock, peacockh@ccisd.com

Counselor: Juana Botello, botelloj@ccisd.com

School Vision

Providing playful, purposeful, and playful learning to build skills, setting children up for success in kindergarten.

School Mission

The mission of Mae Stevens Early Learning Academy is to support the early learning community in a safe, respectful, and nurturing environment focused on helping children enjoy their learning, achieve their potential, and become lifelong learners. We are committed to the families we serve, providing skills training, support and encouragement. We maintain an inclusive environment which acknowledges, respects, and values children from diverse family and cultural backgrounds.

Belief Statement

We believe every child is a unique individual and all students can learn. We believe in providing an atmosphere of inclusive settings, recognizing children’s varied abilities, interests and needs. We believe in addressing the individual needs, strengths, and weaknesses of each student on campus.

SCHOOL HOURS

Doors open at 7:00 a.m.
Tardy Bell Rings at 7:25 a.m.
Dismissal at 3:05 p.m.

Drop-off (7:00 a.m. to 7:25 a.m.)

Parents dropping off students should enter the parking lot on Manning Drive and remain in their vehicles until reaching the drop off zone, designated by orange cones. Staff members will be stationed outside the school to escort students into the building. For the safety of your child, do not drop them off on the wrong side of the school, in the center driving lanes, or before reaching the school employees. You never know when a child will run out into the path

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of a moving car. You will exit the drop-off line and parking lot on Cummings Avenue. **Please be aware that our staff will return to the building at 7:25 a.m. to supervise students and begin the academic school day. If you arrive after 7:25 a.m. your student is late and will need to be checked into the office.**

Pick-up (3:05 p.m. to 3:20 p.m.)

Parents picking up students should enter the parking lot at the pick up entry on Manning Drive and remain in their vehicles until reaching the pick-up zone. Pick-up cards must be left in the car so that staff members can efficiently identify students for pick-up. A staff member will escort your child to the car. Parents are responsible for securing their child in the car seat. Staff members will not be opening doors and buckling children in. Parents without pick-up cards will be required to park in a designated spot and go to the office to get a temporary card. Please do not stop in the driving lanes to get your child.

Parking Lot Procedures: Please do not park or leave your car unattended in the drop-off/pick-up lane or the driving lanes including the curbs of surrounding streets.

Bus Riders: If your child rides a bus, the bus will pick the child up at the address and return them to the address provided. An adult, with proper identification, must be available to get the child off the bus. If no one is home, the child will be taken to the transportation department and you will be required to travel to the transportation department to pick up your child. The transportation department can be reached at (254)547-3362.

Need to change the way your child gets home?

Call the school at (254)547-8289. For the safety of our students, we will not make any changes to the way a student will get home after 2:30 p.m. Students leaving early for the day must be picked up by 2:30 p.m. as end of day transitions require all available staff members to monitor and assist students as they prepare to leave the building. After 2:30 p.m. all students are transitioning to their end of day areas and are no longer in their classrooms.

Early Release Schedule

The district calendar contains 3 scheduled early release days – November 22, December 20, and May 22. On early release days, the school will release at 1:05 p.m.

Campus Scheduling

All teachers will provide schedules for their individual classrooms. If you wish to enjoy lunch with your students (after the first two weeks of school), please check with your child's teacher to determine the 30 minute lunch time. All students are scheduled for outside playtime and specials classes daily (including PE, Literacy, Counseling, and Art) so please ensure students have appropriate shoes for running and playing.

Attendance

PEIMS Clerk: Liv McDonald, mcdonaldl@ccisd.com

Campus Nurse: Debra Cranfill, cranfilld@ccisd.com

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Compulsory Attendance: §25.085(c), applies to students below the age for compulsory attendance during any period that the student is voluntarily enrolled in pre-kindergarten or kindergarten.

Even though pre-kindergarten is not required, once you have voluntarily enrolled your child into CCISD, compulsory attendance applies. If your child is going to be absent, please notify the school by phone, email or send in a written excuse within 72 hours of the absence. **If your child has excessive absences, you will be required to attend an Attendance Review Committee meeting to discuss enrollment options and may be visited by the truancy officer for the district.**

Volunteers

We are committed to opening our campus to parents and families.

Please check our website (mse.ccisd.com) and email the Parent Community Outreach Coordinator if you are able and willing to help in the following ways:

- Serve on decision making committees like PAC, SBDM, or PTO.
- Volunteer in parking lots, cafeteria, or workroom.
- Volunteer in classrooms, office, library, labs.

Parent Community Outreach Coordinator: Sandie Ziehlke, ziehlkes@ccisd.com

Parents & Visitors

Parent and visitor parking is in front of the school where you will enter the building. Everyone must have a picture ID and sign in at the office.

Adopt-A-School Unit

Our school is partnered with HHBN 1st Cavalry Division. Soldiers in this unit often volunteer and help out with activities on campus and our students support the soldiers when deployed and through their work on Fort Cavazos.

Communication

Classroom teachers send home daily communication folders and weekly newsletters informing parents of objectives to be covered the coming week and to keep parents informed of upcoming events. Information will be posted on our school website and in Schoology for parents to access. Please sign up for access to Schoology as all school information is available on this platform.

In addition, we will post information on our digital school marquee. Please make sure the office has current contact information to ensure you receive the appropriate messages.

Report Cards and Progress Reports

All students will receive a progress report at three weeks and a report card at the end of the six weeks.

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Parent-Teacher Conferences

Teachers will hold Parent-Teacher conferences to discuss your child's progress and district assessment results. You may request a conference at any time by contacting the school office.

Dress Code

Students will follow the district's elementary dress code.

Pets

Pets are not allowed on campus without prior permission from the campus administrator.

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C. R. CLEMENTS/HOLLIE PARSONS ELEMENTARY SCHOOL

1115 Northern Dancer Copperas Cove, TX 76522

Phone (254) 547-2235

Fax (254) 547-0845

Principal: Robin Grabitz, grabitzr@ccisd.com

Assistant Principal: Edleen Aguilera-Nwachuku, aguilera-nwachukue@ccisd.com

Assistant Principal: Indira Smith, smithi@ccisd.com

Social and Emotional Support Facilitator: TBD

Social and Emotional Support Facilitator: Heather Robbins, robbinsh@ccisd.com

Instructional Coach: Fabiola Florexil, florexilf@ccisd.com

Instructional Coach: Kristen Utsey, utseyk@ccisd.com

Mission Statement

C.R. Clements/Hollie Parsons Elementary School, a community of leaders and learners who fosters the whole individual through choice, challenge, and feedback. We are committed to creating an inclusive, respectful, and rigorous learning environment.

School Hours

Classes begin at 7:40 a.m.

Tardy bell rings at 7:40 a.m.

Dismissal is at 3:20 p.m.

Grade-level Locations

- Kindergarten through 2nd grade is housed in the Parsons building.
- Third through 5th grade is housed in the Clements building.

YMCA child care is available before and after school.

Contact YMCA at (254) 634-5445 for details.

Adopt-A-School Unit

3rd Weather Squadron (ACC) We support our troops!

Morning Routine

Students eating breakfast should immediately go to the cafeteria upon arrival. After eating breakfast, student should go to their classroom. Students who are not eating breakfast, should go to their classroom immediately upon arrival. Breakfast is served from 7:15 a.m. – 7:40 a.m. Students, who have not finished their breakfast or arrive after 7:30 a.m., will take their breakfast to class. If you drop your child off at school, we encourage you to get them here early enough to eat their breakfast and get to class by the 7:40 a.m. start time. Visitors are not permitted to eat breakfast with their child but are welcome to eat lunch with their child.

Communication

Please visit the CCISD app for information about our campus. Information regarding the school calendar or details about upcoming events may be found on the campus's webpage.

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Arrival to School/ Student drop off

- Please note - staff are not available to monitor students before 7:15 a.m. Parents are responsible for students dropped off prior to 7:15 a.m.
- All entrances will close at 7:40 a.m., with the exception of the Clements' main office.
- Daycare students are dropped off in the Parsons front parking lot, located off Risen Star, in the bus lane.
- Bus riders are dropped off in the Parsons front parking lot, located off Risen Star.
- Walkers may enter the campus in the Clements main entrance, Parsons main entrance or in the back parking lot. Please choose the most convenient location.
- K – 5th grade car riders may be dropped off in the front of the Clements building, where staff will be monitoring students as they enter. In addition, these students may also be dropped off in the back parking lot where staff will be available to assist as needed. Car riders should not be dropped off in the front of Parsons' as it is a safety concern.
- K – 5th grade students escorted by parents/guardians who wish to walk their child(ren) up to entrance of the building, should park in the back-parking lot and walk through the designated crosswalk to the breezeway. For student safety, parents/guardians will not be allowed into breezeway.

Dismissal Procedures

- To ensure your child travels home according to your preference, we request for any changes to how your child gets home to be made no later than 2:30 p.m.
- Kindergarten – 2nd Parent Pick-Up will be picked up from each individual grade-level hallway. Parents will enter through the gate closest to the Parsons' playground at 3:17 p.m. (Door order from gate: 1st, 2nd, K) Parents will utilize blue parent pick-up cards. *If you have a student in Kindergarten and 2nd grade, you will go to each set of doors to retrieve your student.
- 3rd – 5th Grade Car Riders will be picked up in the Clements' loop located by the main office. Please be sure to place the CPE Pick-Up sign, which will be provided by the campus, in your front window when you enter the pickup line each day. (3rd – 5th grade students with Kindergarten – 2nd Grade siblings will join their younger sibling in the Parsons' Gym for sibling shuttle.) *Please do not line up prior to 2:30 p.m.
- Sibling Shuttle (Siblings located on Parsons and Clements) Parents will line up on the sidewalk outside the breezeway gate located in front of the gym; gate will open at 3:17 p.m. (2nd Gate from the cafeteria doors) Parents will utilize blue pick-up card.
*Example: If you have a child in 1st Grade and 4th Grade, your student is considered Sibling Shuttle.
- Walkers will be dismissed from either the Clements or Parsons front doors based on the most convenient location. Students who exit Parsons' will not be released until all buses have cleared the loop.
- Buses will be loaded on the Parsons loop, located off Risen Star. CCISD buses will park along the curb, and all students will be escorted by a staff member.
- Daycare will be loaded on the Clements' loop, located by the main office. Daycare will park parallel to the 3rd – 5th parent pick-up.

For the safety of our students, parents/guardians are NOT PERMITTED to park in the back loop (along the curb) at dismissal.

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Illness and Injury at school

Students who are ill in accordance to the general guidelines need to report to the nurse's office with a pass. If, in the opinion of the nurse, a student is too ill to remain at school, the nurse will arrange for him/her to return home. Students with a fever of 100.0 or greater will be sent home and may not return to school until 24 hours after the fever has broken. Students who vomit (due to illness) will be sent home and may not return to school until 24 hours after the last episode.

Parents will be informed by the end of the school day of injuries that occur at school when there is a visible mark left from the injury (with the exception of minor abrasions/scratches). Parents will be notified of all head injuries that cause bumps or bruises immediately and a head injury form will be filled out and sent home.

Lunch

- We welcome you to come eat lunch with your child. Please park in the back parking lot and enter through the breezeway gate. Please make sure you have a valid ID.
- We ask that you sit at the parent tables on the stage and only with your child. This will help us ensure the safety and security of all students.
- Please bring food for your child only. We cannot allow you to bring food for another student.
- Parents will not be allowed accompany their child to lunch recess/blacktop.
- Parents will not be allowed accompany your child back to their classroom.

Volunteers

If you would like to volunteer or observe in your child's classroom, we would love to talk with you about that process. Just ask any of our front office staff. Volunteers are a valuable part of the educational process. There are many opportunities for parents to volunteer at Clements/Parsons. Volunteers may work at our campus or take items home. You have the freedom to choose how to help teachers or students. If you are interested in volunteering, please come in and check out the opportunities.

Visitors

All visitors must have a valid ID to enter the building. The main entrance of the school is located on the Clements side, located at 1115 Northern Dancer. All visitors should sign in at the Clements office except if you will be eating lunch with your child. Lunchtime visitors should enter through the back parking lot breezeway gate to eat lunch with your child. For security reasons, we will not sign parents in at the main office during lunchtime.

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FAIRVIEW/MISS JEWELL ELEMENTARY SCHOOL

710 South 5th Street, Copperas Cove, Tx 76522
254-258-8958

Mascot: Jaguar



Principal: Dr. Rebekah Shuck, rebekah@ccisd.com
Assistant Principal: Vanessa Vazquez, vazquezv@ccisd.com
Counselor: Amanda Brown, browna@ccisd.com

Vision: Where all students will perform on or above grade level in reading and math, feel safe, and have a love for learning.

School Hours:

- Drop-off/Doors open time 7:15 a.m. at the S-6 door (all student drop off is here except busses). Busses drop off at the E-2 door.
- Tardy bell time 7:45 a.m.
- Dismissal change final time: 2:30 p.m.
- Dismissal time: 3:20 for all locations.
 - Parent car pick up for k-2 is at the S-7 door.
 - Car pick up for 3-5 is at the E-5 door.
 - Parent walk up is at the S-6 door.

Early Release Schedule 1:20 p.m. for dismissal. Start time is the same.

Specials and Lunch Schedule

Specials		Lunch	
Kindergarten	9:15-10:00	Kindergarten	10:30-11:00
1 st grade	10:00-10:45	1 st grade	11:30-12:00
2 nd grade	12:45-1:30	2 nd grade	11:00-11:30
3 rd grade	10:45-11:30	3 rd grade	11:30-12:00
4 th grade	1:30-2:15	4 th grade	11:00-11:30
5 th grade	2:15-3:00	5 th grade	10:30-11:00

Attendance

PEIMS: Evelin Zamora, zamorae@ccisd.com
Nurse: Bethany Peters-Barrett

Parent/Volunteer Information: Shawquenterria Matthews, matthewss@ccisd.com
Visitors must check in at the front office (E-3 door)

Adopt-A-School Unit: 20th EN BN 36th EN BDE

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Campus Communication:

Information about campus events is sent out in multiple formats. Typically, we send home a paper flyer for our big events. We also post everything on Schoology and our marquee. Sometimes we also send a mass email to parents to let them know things are coming up and teachers send home messages. Parents can visit our Schoology page for event information.

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HOUSE CREEK ELEMENTARY SCHOOL

351 Lutheran Church Road, Copperas Cove, TX 76522
254-518-3000

Principal: Todd Williams, williamst@ccisd.com

Assistant Principal: Samantha Moss, moss@ccisd.com

Assistant Principal: Bethany Stubbs, stubbsb@ccisd.com

Counselor: Christina Jacobs, jacobsc@ccisd.com

Vision Statement

House Creek will inspire students to be responsible, respectful, and to be their best.

Mission Statement

At House Creek we will unlock the full potential of every student by having high expectations for student growth. We will utilize engaging and rigorous lessons to meet student needs, foster a student-centered culture, and provide an equitable learning environment. We will utilize our student data to gauge student growth and celebrate success.

School Hours/Procedures

- Drop-off/Doors open time (include the respective areas of the building that students will be dropped-off at) Car drop off at the front entrance @ 7:15 a.m./ Bus drop off at the rear entrance of building @ 7:15 a.m.
- Tardy bell time – 7:45 a.m.
- Dismissal time - 3:20 p.m.
 - Car pickup – Front driveway – grades 1-5
 - Kindergarten pickup on driveway adjacent to Coy St.

Attendance

PEIMS Clerk: Jennifer Cook, cookj@ccisd.com

Campus Nurse: Nichole Arnett, arnettn@ccisd.com

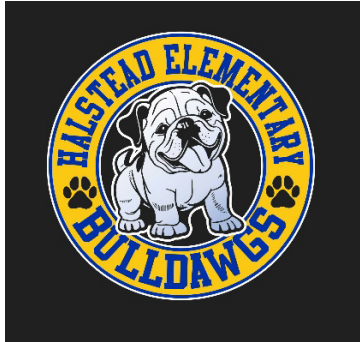
Visitors' policy and check-in location: Report to front office and provide picture ID

Adopt-A-School Unit: 1-82 FA-1ABCT

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HETTIE HALSTEAD ELEMENTARY SCHOOL

910 N. Main Street, Copperas Cove, Texas 76522
(254) 547-3440



Growing Greatness

Principal: Dr. Tonya Sweeney, tonyas@ccisd.com

Assistant Principal: Ms. Bobbie Green, greenbo@ccisd.com

SEL Facilitator: Mrs. Tiffani Peoples, peoplest@ccisd.com

Instructional Coach: Mrs. Christina Newberry, newberryc@ccisd.com

Principal's Secretary: Krisol Botello, botellok@ccisd.com

Campus Multi-Purpose/Front Office Clerk: Morgan Kinney, kinneym@ccisd.com

Vision Statement

Through collaborative efforts, students at Halstead will feel empowered to achieve success through a safe school environment with supportive staff members who have value, compassion, and empathy.

Mission Statement

The mission of Halstead is to prepare and inspire all students to achieve their potential through meaningful connections and rigorous learning opportunities.

Belief Statement

At Halstead, we believe every student's unique social, emotional, and academic needs should be recognized and supported.

School Hours

7:40 a.m. - 3:20 p.m.

7:15 a.m. – Building opens. Breakfast is served until 7:40 a.m.

7:40 a.m. – Tardy bell rings

3:20 p.m. – Dismissal (All grade levels)

Student Drop-Off

Supervision is not provided for students dropped off before 7:15 a.m. If you are unable to drop off or pick up your student at these times, YMCA childcare may be available before and after school. You may contact the YMCA at 254-634-5445 for details.

All students should be dropped off in front of the school using the drop-off lane; this will include daycare vans. Morning drop-off starts at 7:15 a.m. Students will enter through the W-3 doors and report to their classroom before going to the cafeteria or other designated area.

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Please use the lane closest to the curb for dropping off and picking up students. The outside lane is for moving vehicles only. For the safety of all children, please do not stop in the driving lane to wait for or drop off your child. If you need to park and get out of your vehicle, please use a designated parking spot. Please be mindful of the accessible parking spaces, the no parking zones, and the fire lanes. Please do not drop students off in the staff parking lot, as this is a safety hazard.

The instructional day begins promptly at 7:40 a.m. Students arriving after 7:40 a.m. are counted as tardy.

Student Pick-Up

Dismissal is at 3:20 p.m.

- Students will only be released to individuals with the correct identification.
- South walkers will be dismissed from the gym.
- North walkers will be dismissed through the front doors.
- Car riders will be dismissed from their classrooms. Staff on car duty will use radios to communicate with classroom teachers.
- Bus riders and daycare will be escorted to the North hallway, where they will dismiss to buses and daycare vans in the bus loop.

***Please remember picking up your student before assigned dismissal time can be disruptive to the learning process and impacts his/her academic abilities. We are unable to make changes to the way a student will get home after 2:30 p.m. each day.

Early Release Schedule

On early release days, students will be dismissed from school at 1:20 p.m. Dismissal procedures will remain the same.

Lunch Schedule and Procedures

Kindergarten	10:20-11:05
1 st grade	10:30-11:15
2 nd grade	10:15-11:00
3 rd grade	11:20-12:05
4 th grade	11:05-11:50
5 th grade	12:00-12:45

- We welcome you to come to campus and eat lunch with your child. Please make sure you have your ID.
- We ask that you sit at the parents' table and only with your child, as this will help us ensure the safety and security of all students.
- Please bring food for your child only. We cannot allow you to bring food to another student.
- You will not be permitted to walk your child to their class or the playground after lunch.
- Only store-bought cupcakes are allowed for student birthday celebrations. These cupcakes may not be served in the cafeteria but will be offered to students in the classroom after 2:00 p.m. (M. Bryan stated we can no longer say 'store-bought'.)

Attendance

PEIMS Clerk: Corri Thomas, thomasc@ccisd.com

Campus Nurse: Renee Williams, R.N., williamsr@ccisd.com

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Parent/Volunteer Information: LaTanya Sawyers, Campus PCOC, sawyersl@ccisd.com

Visitors' Policy and Check-in Location

All campus visitors must come to the front office. Be prepared to present your state issued I.D. Your visitor's badge will note the purpose of your visit. Your visitor's badge must be worn during your visit. You are only permitted in the area specified on your badge. When you leave campus, please return your visitor's badge to the front office.

Adopt-A-School Unit

2nd BN 82nd Field Artillery Regt
1st Calvary Division

Communication

Please visit the CCISD Schoology page for information about our campus. Information regarding the school calendar or details about upcoming events may be found on the campus Schoology page. A calendar of events, including the cafeteria menu, is sent home with each student monthly. Classroom teachers send out newsletters, and the Parent & Community Outreach Coordinator distributes fliers for events and parenting classes. Students will also bring home weekly folders with communication from teachers and flyers. Please watch the marquee and check the campus website for important dates.

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MARTIN WALKER ELEMENTARY SCHOOL

100 FM 3046, Copperas Cove, Tx 76522
254-547-2283

“Where Kids Come First”

Principal: Breanne Turner, turnerka@ccisd.com
Assistant Principal: Emily Swank, swanke@ccisd.com
Counselor: Hillary Newton, netwtonh@ccisd.com

Vision Statement

Martin Walker Elementary will be a destination campus that nurtures students’ growth, character and resiliency with relentless compassion and innovation daily.

Mission Statement

Martin Walker Elementary will provide a safe and supportive environment that impacts the lives of every student, every day by providing an education that inspires growth and promotes success.

School Hours/Procedures

- 7:40 AM - 3:20 p.m.
- Doors open: 7:15 a.m. at South Side of Building
- Tardy bell time: 7:40 a.m.
- Dismissal ‘final change’ time: 2:30 p.m.
- Dismissal: 3:20 p.m. at South Side of Building



During dismissal, remain in your vehicle and hang your purple school-issued parent pick-up car tag on your rear-view mirror. A staff member will escort your child to the car. Please do not park or leave vehicles unattended in the pick-up lane. If you wish to visit the office or pick your student up in person, parking is available in designated areas. Walking parents should meet their children at the designated pick-up location with their car tag in hand.

Early Release Time: 1:20 p.m.

Campus Schedule

Specials

Kindergarten	8:20-9:10
1 st grade	9:15-10:05
2 nd grade	10:10-11:00
3 rd grade	12:00-12:50
4 th grade	2:20-3:10
5 th grade	1:25-2:15
Specials Schedules vary on Fridays.	

Lunch

Kindergarten	10:40-11:10
1 st grade	11:00-11:30
2 nd grade	11:20-11:50
3 rd grade	11:30-12:00
4 th grade	10:50-11:20
5 th grade	11:10-11:40

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We welcome you to eat lunch at Martin Walker, where you can sit at a parent table with your child. Please bring food for your child only, as we cannot allow you to bring food for other students. This will help us ensure the safety and security of all students.

Attendance

PEIMS Clerk: Susan McGuire, mcguires@ccisd.com

Campus Nurse: Kim Gatlin, gatlink@ccisd.com

Welcome to Martin Walker Elementary School! We value parents as partners in the educational process. We welcome your help in the classroom, on our advisory committees (PAC, SBDM), in the PTA, and as volunteers. Our goal is to instill and promote the importance of caring, citizenship, fairness, respect, responsibility, and trustworthiness in all students at MWE. We know we will need your help to make this happen!

Linda Fewell, PCOC, at fewelll@ccisd.com for more information.

Visitors' policy and check-in location

The main entrance to the school is located at the front of the building. All visitors must have a state-issued picture ID and sign in at the office.

Adopt-A-School Unit

91st Brigade Engineer Battalion

Communication with the campus

Martin Walker is a busy place, and we don't want to you miss a thing! Please sign up for Schoology updates and check your child's folder nightly for important campus information.

2024-2025 CCISD Student Handbook

J.L. WILLIAMS LEDGER ELEMENTARY SCHOOL

905 Courtney Lane
Copperas Cove, TX 76522
(254) 542-3070



Every Student Matters, Every Moment Counts

Principal: Jenny Cresswell, cresswellj@ccisd.com
Assistant Principal, K-2: Kelcie Kuhn, kuhnk@ccisd.com
Assistant Principal, 3-5: Rebecca Linnane, linnaner@ccisd.com
Counselor: Patricia Klepinger, klepingerp@ccisd.com
Social Emotional Learning Facilitator: Kayla McCloud, mccloudk@ccisd.com

Mission Statement

Our mission is to provide high quality education to every student in a safe, respectful, and inclusive environment that builds a foundation for life-long learning and success.

Belief Statement

We believe that all students can excel academically and behaviorally when provided with high expectations and a caring, supportive environment that promotes community partnerships.

Vision Statement

Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential.

School Hours: 7:40 AM - 3:20 PM

Building Opens: 7:15 AM (Drop-Off Cafeteria Doors)

Breakfast Served: 7:15 AM - 7:35 AM

Tardy Bell Rings: 7:40 AM

Dismissal: 3:20 PM

Early Release: 1:20 PM

Lunch Schedule and Procedures

Kindergarten	10:40-11:10
1 st grade	11:15-11:45
2 nd grade	12:00-12:30
3 rd grade	10:55-11:25
4 th grade	12:10-12:40
5 th grade	11:25-11:55
Life Skills	10:55-11:25

We welcome families to come each lunch with your child. You may park in the back parking lot, and a staff member will sign you in at the cafeteria entrance. We have a designated parent table in our

2024-2025 CCISD Student Handbook

cafeteria reserved for families. Please bring food for your child only and not any other students. You will not be able to accompany your child to recess or back to the classroom.

Birthday Celebrations

We welcome you to bring goodies to celebrate student birthdays. Due to restrictions and federal guidelines, cupcakes may not be brought to the cafeteria and served during lunch. Cupcakes may be dropped off in the front office and a staff member will deliver them to the classroom to be shared after 2:00 p.m.

Attendance

Consistent attendance and punctuality are crucial for your child's academic and social development. To be counted present, students must be at school by 9:30 a.m. If you have any questions or concerns about attendance, please reach out to our PEIMS Clerk Lori Fontenot, fontenotl@ccisd.com.

Nurse

Our school nurse plays a vital role in ensuring the health and well-being of all students. The school nurse is available to provide first aid, manage health conditions, administer medications, and offer health education. If you have any questions or concerns about your child's health, please feel free to reach out to the school nurse at any time. Maricela Moreno, morenom@ccisd.com.

Parent/Volunteer Information

Parent volunteers are welcome and encouraged at WLE. If you are interested in volunteering, please contact our Parent Community Outreach Coordinator, Taylor Gormley, gormleyt@ccisd.com.

Visitors

The main entrance is located on the northside of the campus in the building marked "Lovett Ledger Intermediate." Visitors will be greeted in the front office and asked to present a picture ID. Visitors will be signed in and issued a name tag that must be displayed throughout the campus visit.

Adopt-A-School Unit

We support our troops, and we are proud to have the 182 Field Artillery 1st Cavalry Division serve as our military partners.

Communication

We are committed to working together with families to set all students up for success. We communicate through monthly campus newsletters, our website, and our marquee. Additionally, our teachers communicate through email, Schoology, and classroom newsletters.

Drop Off and Pick Up

The staff at J.L. Williams/Lovett Ledger Elementary school are committed to ensuring the safety and security of our students, staff, and families. YMCA childcare is available on campus before and after school. Please contact 254-634-5445 for details.

Morning drop-off begins at 7:15 a.m. School wide parent drop-off location is cafeteria. Supervision is not provided for students dropped off prior to 7:15 a.m.

Afternoon pick-up begins at 3:20 p.m. Changes to transportation must be made before 2:30 p.m. If you do not have your car tag, you must go to the front office to pick up your child.

2024-2025 CCISD Student Handbook

COPPERAS COVE JUNIOR HIGH SCHOOL

702 Sunny Street, Copperas Cove, TX 76522
Phone (254) 547-6959 / Fax (254) 518-2620



CCJHS Bullpups

Principal: Jeff Shannon, shannonj@ccisd.com
Asst. Principal (A-L): Kelly Thompson, thompsonk@ccisd.com
Asst. Principal (M-Z): Jim Clow, clowj@ccisd.com

Counselor (A-L): Julie Armstrong, armstrongj@ccisd.com
Counselor (M-Z): Yoshenobia Harris, harrisy@ccisd.com

[Access our PARENT HUB for important parent documents and school information below.](#)

 [BULLPUP PARENT HUB.pdf](#)



Mission Statement

The mission of the Copperas Cove ISD Junior High Schools is to educate and empower our students to become lifelong learners and responsible citizens, while providing a safe and orderly environment for learning.

Schedule

- Building Opens** 7:30 a.m.
- Breakfast Served** 7:30 a.m. – 7:55 a.m.
- Tardy Bell** 8:00 a.m.
- 6th Grade Lunch (A Lunch)** 10:51 a.m. - 11:21 a.m.
- 7th Grade Lunch (B Lunch)** 11:44 a.m. - 12:14 p.m.
- 8th Grade Lunch (C Lunch)** 12:37 p.m. - 1:07 p.m.
- Dismissal** 3:45 p.m.
 - Parent pickup location is the front of the school.
 - Buses load in the stadium parking lot

2024-2025 CCISD Student Handbook

SC LEE JUNIOR HIGH SCHOOL

1205 Courtney Ln., Copperas Cove, Tx. 76522
254-542-7877



Cougars

“Lee Equals Excellence”

Principal: Marshall Chauvin, chauvinma@ccisd.com

Assistant Principal: Betsy Orr, orrb@ccisd.com

Assistant Principal: Lydia Burse, bursel@ccisd.com

Counselor: Chris Perez, perezc@ccisd.com

Vision Statement

At SC Lee we will have schoolwide accountability to promote student success and growth academically and socially with professionally developed teachers and staff.

Mission Statement

The mission of S.C. Lee Junior High School is to educate and empower our students to become lifelong learners and responsible citizens, while providing a safe and orderly environment.

School Hours/Procedures for dropping-off and picking up

- Drop-off/Doors open time: 7:30 a.m. / Student drop off is in the front of School and Buses drop off in the rear of school in the bus loop.
- Tardy bell time: 8:05 a.m.
- Dismissal change final time (if you have one)
- Dismissal time: 3:45 p.m. / Parent pick-up is in the front of school and buses will pick-up students in the rear of school in the bus loop.

Early Release Schedule

PERIOD 1 – 8:00-8:30

PERIOD 2 – 8:35-9:05

PERIOD 3 – 9:10-9:40

PERIOD 4 – 9:45-10:15

PERIOD 6 – 10:20-10:50

PERIOD 7 – 10:55-11:29

PERIOD 5 – 11:32-1:02

~Normal Lunch Times~

PERIOD 8 – 1:05-1:45

2024-2025 CCISD Student Handbook

Campus Schedule

PERIOD 1 – 8:00-8:50

PERIOD 2 – 8:53-9:43

PERIOD 3 – 9:46-10:36

PERIOD 4 – 10:39-11:29

PERIOD 6 – 1:05-1:57

PERIOD 5 – 11:32-1:02

~Lunch Times~

6th Grade Lunch: - 11:29 – 11:59

7th Grade Lunch: - 12:02 – 12:32

8th Grade Lunch: - 12:34 – 1:02

PERIOD 7 – 2:00-2:52

PERIOD 8 – 2:55-3:45

Lunch Schedule

6th Grade Lunch: - 11:29 – 11:59

7th Grade Lunch: - 12:02 – 12:32

8th Grade Lunch: - 12:34 – 1:02

Attendance

PEIMS Clerk: Courtney Homan, homanc@ccisd.com

Campus Nurse: Denise Ingram, denisei@ccisd.com

Parent/Volunteer Information

N/A

Visitors' policy and check-in location

All visitors must check in at the front office.

Adopt-A-School Unit

11th Signal Battalion

Communication with the campus regarding questions/concerns

All campus communication will be sent out via Skyward and Schoology

2024-2025 CCISD Student Handbook

COPPERAS COVE HIGH SCHOOL

400 S. 25th Street
254-547-2534



Bulldawgs

Administrative Staff

Principal – Carlin Grammer
Associate Principal – Robert Turner
Counselor Coordinator – Melissa Dewald

Cohort 2025

Assistant Principal – Lonnie McKinney
Counselor – Brendaliz Gomez

Cohort 2026

Assistant Principal – Tracey Patterson
Counselor – Maria Velarde

Cohort 2027

Assistant Principal – Amber Loubiere
Counselor – Jessica Salazar

Cohort 2028

Assistant Principal – Megan Kenobbie
Counselor – Amy Trimm

Auxiliary Staff

Director of Athletics – Cari Lowery
Director of Instrumental Music – Lawrence Varela-Halbert
Head Football Coach/Assistant Athletic Director – Tony Johnson
Coordinator of Student Activities – Rebecca Garbacky
CTE Coordinator – Sandra Perry

Vision Statement

We are committed to the development of a campus culture of dignity and respect, which leads to high quality, rigorous instruction, producing future ready citizens.

Mission Statement

In cooperation with parents and community, Copperas Cove High School will foster the development of 21st century knowledge and skills that students will need to succeed as effective citizens, workers, and leaders.

School Hours/Procedures for dropping-off and picking up

2024-2025 CCISD Student Handbook

- Drop-off/Doors open time (include the respective areas of the building that students will be dropped-off at) Cafeteria opens at 7:30 am for students eating breakfast. Fine Arts and Cove Student Union open at 7:55 a.m.
- Tardy bell time: 8:05 a.m.
- Dismissal change final time: 3:55 p.m.
- Dismissal time (include the respective areas of the building that students will be picked-up from)
 Bus Riders: Cafeteria, Student Drivers: Fine Arts, Parent Pick-up: Main Entrance.

Early-Out Bell Schedule						
A-Lunch		B-Lunch		C-Lunch		
1	8:05-8:40	1	8:05-8:40	1	8:05-8:40	
2	8:45-9:20	2	8:45-9:20	2	8:45-9:20	
3	9:25-10:00	3	9:25-10:00	3	9:25-10:00	
A-Lunch 10:05-10:35		4	10:05-10:40	4	10:05-10:40	
4	10:40-11:15	B-Lunch 10:45-11:15	5	11:20-11:55	5	10:45-11:20
5	11:20-11:55	6	12:00-12:35	C-Lunch 11:25-11:55	6	12:00-12:35
6	12:00-12:35	7	12:40-1:15	7	12:40-1:15	
7	12:40-1:15	8	1:20-1:55	8	1:20-1:55	
8	1:20-1:55					

Regular Bell Schedule						
A-Lunch		B-Lunch		C-Lunch		
1	8:05-8:55	1	8:05-8:55	1	8:05-8:55	
2	9:00-9:50	2	9:00-9:50	2	9:00-9:50	
3	9:55-10:45	3	9:55-10:45	3	9:55-10:45	
A-Lunch 10:50-11:20		4	10:50-11:40	4	10:50-11:40	
4	11:25-12:15	B-Lunch 11:45-12:15	5	12:20-1:10	5	11:45-12:35
5	12:20-1:10	6	1:15-2:05	C-Lunch 12:40-1:10	6	1:15-2:05
6	1:15-2:05	7	2:10-3:00	7	2:10-3:00	
7	2:10-3:00	8	3:05-3:55	8	3:05-3:55	
8	3:05-3:55					

Attendance

PEIMS Clerk: Maria Trevino, trevinoma@ccisd.com

Campus Nurse: Ella Doubleday, ella@ccisd.com

Tutorials

Monday, Tuesday, & Thursday 4:00 – 4:30 pm

Morning Tutorials M, T, Th, F 7:30 – 8:00 am (must have pass and scheduled with teacher) There will not be scheduled tutorials on Wednesdays or Friday after school. Tutorials will be provided by appointment only when there are no scheduled tutorial times.

Bulldawg U

Monday, Tuesday, & Thursday 4:30 – 6:00 pm

Bulldawg U Bus (M, T, Th) 6:05 pm

Please visit the CCHS webpage to get a detailed schedule.

2024-2025 CCISD Student Handbook

CROSSROADS HIGH SCHOOL

306 East Avenue E, Copperas Cove, TX 76522
254-547-9164



Bulldawgs

“Whatever it takes.”

Principal	Patrick Crawley	crawleyp@ccisd.com
Vice Principal	Felix Alaniz	alanizf@ccisd.com
Counselor	Audrey Trahan	trahana@ccisd.com
PEIMS Clerk	Kelly Russell	russellk@ccisd.com
Campus Nurse	Sharon Whitis	swhitis@ccisd.com

Vision

At Crossroads High School, we envision a community where every student is empowered to overcome obstacles and achieve their fullest potential.

Mission

To provide a supportive, inclusive, and flexible learning environment that adapts to the unique needs of each student.

School Hours/procedures for dropping-off and picking up

Drop-off/Doors open time	7:45	Entry through cafeteria
Tardy bell time	8:10	
Dismissal final time	3:40	
Dismissal Pickup	Cafeteria	

Early Release Time 1:40

24-25 Lunch Schedule/Procedures 12:00-12:30 No deliveries

Visitors' policy and check-in location Front desk with proper ID

Adopt-A-School Unit 3BEB, 3ABCT, 1CD

Communication with the campus regarding questions/concerns

All information concerning Crossroads & CCISD will be passed along to the student, will be mailed to the home address and phone call placed to the home number.

August 2024

August 2024							September 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Jul 28	29	30	31	Aug 1	2	3
4	5	6	7 1:00pm 4:00pm Capturing Kids Hearts Recharge Live (Lea Ledger Auditorium (400 S 25th St, Copperas Cove, TX	8	9 7:00am 2:00pm CCISD Convocation (Lea Ledger Auditorium 1:00pm 2:00pm Stuff the Bus - Walmart	10 9:00am 9:30am Volleyball Cove Scrimmage (Home)
11	12 12:00pm 3:30pm SB Workshop (Board Room)	13 10:00am 10:30am Volleyball vs. Thorndale/Brentwood 6:30pm 8:00pm School Board Meeting (CCISD)	14	15 7:00am 7:30am First Day of School	16 Volleyball - Austin Tourney - TBD (Away)	17
18	19	20 1:30pm 2:00pm Volleyball vs. Burnett (Home) 6:00pm 6:30pm Volleyball vs. Burnett (Home)	21	22 7:00pm 7:15pm Football vs. Lake Belton (Away)	23 Volleyball - Terrell HS Tourney - TBD (Away)	24
25	26	27 6:30pm 7:00pm Volleyball vs. Chaparral (Away)	28	29 6:00pm 6:30pm Public Hearing: Proposed Budget & Tax Rate 6:30pm 7:30pm Special Meeting: Approve	30 Volleyball - Johnson City Tourney - TBD (Away) 7:30pm 8:00pm Football vs. Ellison (Home)	31

September 2024

September 2024							October 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sep 1	2	3 6:00pm 6:30pm Volleyball vs. Johnson City (Away)	4	5	6 6:30pm 7:00pm Volleyball vs. Ellison (Home) 7:30pm 7:45pm Football vs. Leander Glenn Home (Home)	7
8	9 12:00pm 3:30pm SB Workshop (Board Room)	10 6:30pm 7:00pm Volleyball vs. Belton (Away) 6:30pm 8:00pm School Board Meeting (CCISD Board Room)	11	12	13 6:30pm 7:00pm Volleyball vs. Temple (Home) 7:00pm 7:30pm Football vs. Georgetown (Away)	14
15	16	17	18	19 6:00pm 7:00pm Crossroads HS Graduation Ceremony (Lea Ledger Auditorium)	20 6:30pm 7:00pm Volleyball vs. Midway (Away) 7:30pm 8:00pm Football vs. Del Valle (Away)	21 2024 NAFIS Fall Conference
22	23	24 6:30pm 7:00pm Volleyball vs. Harker Heights (Away)	25	26	27 6:30pm 7:00pm Volleyball vs. Killeen (Home) 7:30pm 8:00pm Football vs. Killeen (Home) 7:30pm 8:00pm CCHS	28 TASB Delegate Assembly (San Antonio, TX)
29	30	Oct 1	2	3	4	5

October 2024

October 2024							November 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
6	7	1	2	3	4	5	3	4	5	6	7	8	9
13	14	10	11	12	11	12	10	11	12	13	14	15	16
20	21	17	18	19	18	19	17	18	19	20	21	22	23
27	28	24	25	26	25	26	24	25	26	27	28	29	30

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sep 29	30	Oct 1 6:30pm 7:00pm Volleyball vs. Shoemaker (Home)	2	3	4 6:30pm 7:00pm Volleyball vs. Bryan (Away) 7:30pm 8:00pm Football vs. Bryan (Away)	5
6	7 12:00pm 3:30pm SB Workshop Meeting (Boardroom)	8 6:30pm 7:00pm Volleyball vs. Temple (Away) 6:30pm 8:00pm School Board Meeting (CCISD Board Room)	9	10	11	12
13	14	15 6:30pm 7:00pm Volleyball vs. Midway (Home)	16	17	18 6:30pm 7:00pm Volleyball vs. Harker Heights (Home) 7:30pm 8:00pm Football vs. Harker Heights	19
20	21 Karen Harrison and Inez Faison's Birthday	22 6:30pm 7:00pm Volleyball vs. Killeen (Away)	23	24	25 6:30pm 7:00pm Volleyball vs. Shoemaker (Away) 7:30pm 8:00pm Football vs. Shoemaker (Away)	26
27	28	29 6:30pm 7:00pm Volleyball vs. Bryan (Home)	30	31	Nov 1	2