

**Medina Valley Independent School District
Board of Trustees
Regular Meeting on Monday, July 20, 2020 at 6:30 PM
MVISD Video/Teleconference System**

A Regular Meeting of the MVISD Board of Trustees was held on Monday, July 20, 2020, beginning at 6:30 PM at/on MVISD Video/Teleconference System.

I. First Order of Business

- A Establish a Quorum
- B Pledge of Allegiance to the Flag followed by a moment of silence 2

II. Announcements/Communications/Presentations

- A Revised 20-21 Student and Parent Handbooks 3
Dr. Kenneth Rohrbach
- B Construction Update 306
Paul Holzhaus
- C Annual Health Services Report 332
Tina Schmelzer
- D Financial Briefing 341
Juan Zamora
- E Superintendent Briefing
Dr. Kenneth Rohrbach

III. Public Comment

IV. Discussion and Possible Action Items

A Consent Agenda Items

- Dr. Kenneth Rohrbach
- 1 Minutes of Regular Board Meeting on June 15, 2020 and Called Meetings on July 7, 2020 and July 15, 2020 353
- 2 **Donations**
 - a Athletic Booster Donation \$5993.00
 - 3 **Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of \$50,000**
 - a CDW-G 362
- B Consider 2020-2021 MVISD Student Code of Conduct 364
Dr. Kenneth Rohrbach
- C Consider District Lunch Menu Pricing 407
Juan Zamora
- D Consider TASB Delegate and Alternate for the 2020 TASB Delegate Assembly 413
Dr. Kenneth Rohrbach
- E Budget Amendment 414
Juan Zamora
- F Discussion on Return-to-School Plan for 20-21 416
Dr. Kenneth Rohrbach

V. Closed Session

A Personnel Matters (TX Govt. Code Section 551.074)

- 1 Deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
- 2 Superintendent Mid-Year Formative Evaluation
- 3 Deliberate the Board's contract with the Superintendent.

B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

VI. Continued Discussion and Possible Action Items

- A Consider professional contract recommendations
- B Consider and take possible action regarding the Board's contract with the Superintendent.
- C Consideration of future meeting dates 433

VII. Adjournment

(Items do not have to be taken in the same order as shown on the meeting agenda.)



Elementary School Student Handbook

2020-21



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190 CR 381 South

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12045 Luckey River

San Antonio, TX 78252

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If you have difficulty accessing the information in this document because of disability, please contact the district at 830-931-2243.

MVISD Elementary School Student Handbook

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Dr. Kenneth Rohrbach
Superintendent

Dr. Dwight McHazlett
Assistant Superintendent of
Curriculum, Instruction
& Student Services

Juan Zamora
Assistant Superintendent of
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Preface Parents and Students:

Welcome to the new school year!

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

The Medina Valley Elementary Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Medina Valley ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mvisd.com. 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 newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.mvisd.com.

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 the campus principal.

Complete the following forms in Skyward Family Access:

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

[See **Objecting to the Release of Directory Information** on page 14 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 15 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the communications department.

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 or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

In response to a suicidal outcry or suspected ideation, the campus Counselor and/or Social Worker will conduct a preliminary evaluation of the child, using the Columbia Suicide Severity Rating Scale (C-SSRS). Results from the C-SSRS will be discussed with the parent/guardian and suggestions for resources and support will be provided, based on the level of severity exhibited by the child.

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 below can be reached and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

- Castroville E.S. Kayla Wiggins, kayla.wiggins@mvisd.org
- LaCoste E.S. Lindsay Minarovic, ext.2616, lindsay.minarovic@mvisd.org
- Luckey Ranch E.S. Lindsay Minarovic, ext.2616, lindsay.minarovic@mvisd.org
- Potranco E.S. Kayla Wiggins, kayla.wiggins@mvisd.org

For further information, see **Mental Health Support** on page 59.

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 Display a Student's Original Works and Personal Information

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

- Artwork,
- Special projects,
- Photographs,

- Original videos or voice recordings, and
- Other original works.

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

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

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

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

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

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: [see Board Policy FL(LOCAL)]. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

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

Note: Review Authorized Inspection and Use of Student Records on page 20.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- 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, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

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

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

A parent may inspect:

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

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

- 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. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)
- As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.
- State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.
- State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):
- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- 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.
- Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:
- SB 283 states that parents are to be informed if sexual education is to be taught in the
- classroom. MVISD has chosen the UTHSC's Worth the Wait Program and the Aim for Success

- Program. They are abstinence-based programs. They are offered during health or a student assembly in 6th-12th grade. If you wish to review the curriculum, please contact the school nurse at your child's campus.

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. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 71 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student’s teacher, and see policies EC and EHBC.]

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

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.

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 14, 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., S.W.
 Washington, DC 20202

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or

- A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 14.]

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

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

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

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

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

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

A request to correct a student's record should be submitted to the appropriate records custodian. 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, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page **Error! Bookmark not defined.**, **Complaints and Concerns** on page 38, 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 www.mvisd.com].

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

Immunization requirements;

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. 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 superintendent for more information.

[See **Bullying** on page 33, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 41 and **A Student in Foster Care** on page 79.]

A Student Who Is Homeless

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

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

- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 41 and **Students who are Homeless** on page 79.]

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

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the **Notice of Procedural Safeguards**. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is **Stefanie Perkins, Director of Special Programs, at 830-931-2243**.

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, and
- 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 **Stefanie Perkins, Director of Special Programs, at 830-931-2243**.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

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

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

- [Texas Project First](#)

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page **Error! Bookmark not defined.** and **Special Programs** on page 78.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 26 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

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 the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

All Grade Levels

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

Religious holy days;

Required court appearances;

Activities related to obtaining U.S. citizenship;

Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;

For students in the conservatorship of the state,

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;

Request a conference between school administrators and the parent; and

Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Joe Romo. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Attendance for Credit or 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 he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

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

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 use the following guidelines:

If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 29 will be considered extenuating circumstances.

A transfer or migrant student incurs absences only after he or she has enrolled in the district.

Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.

The committee will consider the acceptability and authenticity of documented reasons for the student's absences

The committee will consider whether the student or student's parent had any control over the absences.

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

The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time

Official attendance is taken every day at a time determined by the campus principal.

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

Documentation after an Absence

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

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

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

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

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

Accountability under State and Federal Law

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability requirements 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 **based on academic factors and ratings**;

The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and

Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at (www.mvisd.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](#) and the [TEA homepage](#).

Academic Honor Roll – Elementary Campuses

- Calculated for each 6-week grading period for grades 1-5.
- A student must have 5 core courses to be included in the honor roll selection.
- A student must be enrolled in MVISD the entire six weeks in which the academic award is presented.

Note: The campus principal will determine awards and schedule ceremonies.

Attendance Awards – Elementary Campuses

Students will be recognized for perfect attendance (100% attendance)

Arriving late after 7:50 a.m. and/or leaving early (before 3:10 p.m.). A combination of either arriving late or leaving early could affect your child's attendance award. Five incidences of arriving late and/or leaving early will count as an absence.

A student must be enrolled in MVISD the entire six weeks in which the attendance award is presented.

Bullying

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

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done 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
- 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.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on www.mvisd.com.

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 determine that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may, transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 24.]

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

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

[See **Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42, **Hazing** on page 52, 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.

Celebrations

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, all items must be pre-packaged and store bought. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 64.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mvisd.com. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;

Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or

Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

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, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
 - Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
 - Tattoos or branding;
 - Refillable gift cards;
 - Frequent runaway episodes;
 - Multiple phones or social media accounts;
 - Provocative pictures posted online or stored on the phone;
 - Unexplained injuries;
 - Isolation from family, friends, and community; and
 - Older boyfriends or girlfriends.
- 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 his or her own money;
 - Living with an employer or having an employer listed as a student's caregiver; and
 - A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

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](#).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

College and University Admissions and Financial Aid

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

Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or

Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

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. During the summer and fall 2020 terms and spring 2021 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 of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the

requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page **Error! Bookmark not defined.** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page **Error! Bookmark not defined.** for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency 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** on page **Error! Bookmark not defined.** for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial. Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page **Error! Bookmark not defined.** for information regarding contact with parents during an emergency.]

Complaints and Concerns

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

- For those complaints and concerns that cannot be resolved informally. The board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mvisd.com. The complaint forms can be obtained from the 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

Applicability of School Rules

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

- Katherine Perez katherine.perez@mvisd.org, Castroville E.S.
- Ruth Bernard ruth.bernard@mvisd.org, LaCoste E.S.
- Shelly Guinn shelly.guinn@mivsd.org, Luckey Ranch E.S
- Audrey White audrey.white@mvisd.org, Potranco E.S.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on or within 500 feet of district property includes:
 - Making loud noises;
 - Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
 - Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet

with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 73.]

Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 86.]

Participating in campus parent organizations. Parent organizations include: PTO.

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

Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 66.]

Being aware of the school's ongoing bullying and harassment prevention efforts.

Contacting school officials if you are concerned with your child's emotional or mental well-being.

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

Elementary and Middle/Junior High School Grade Levels

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

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

Personal Counseling

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

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support on page 59, and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence on page 35.]

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

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

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

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students in Grades 1–5

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

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

Dating Violence, Discrimination, Harassment, and Retaliation

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

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

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

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 33]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

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

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

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

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

Discrimination

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

Distance Learning

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 is 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 prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 53.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

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 5 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.

The principal has designated a bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

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

The principal has designated a bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum-related student group meeting held in accordance with 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

It is recognized that parents bear primary responsibility for setting standards for their children's dress and grooming. However, because of health and safety factors, because of the influence of dress and grooming on students' attitudes and behavior, and because of the need to prevent disruptive influences and preserve the academic environment of the school, student dress and grooming are proper concerns of teachers and administrators, as well.

Student attire and grooming shall not distract, disrupt, create a safety hazard, or take away from the learning process. Appropriate dress and personal grooming by each student for all school activities shall reflect the high standard of the school District and community and not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgement may reasonably be expected to cause disruption of or interference with normal school operations.

Medina Valley students will use the following standards when dressing for school:

General Requirements

- All clothing will fit properly.
- Clothing will be clean with no rips or tears above the knee.
- Clothing will be non-revealing and exhibit modesty in styling.
- Undergarments must be worn appropriately and not be visible.
- Students will practice personal hygiene.
- Visible tattoos and/or body piercing are not allowed.
- Students may not wear clothing that advertises drugs, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane or vulgar statements or signs/symbols. This includes depiction of weapons, scenes of grotesque violence, or images of death.

At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. **The final determination of acceptable dress and grooming rests with the campus principal.**

To assist the student and parent with choosing school attire, the following are standards of dress:

Shirts

- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. No spaghetti straps or tank tops are allowed.
- All shirts must extend below the waistline. Plain white t-shirts may not be worn except as an undershirt. Additionally, if any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc. the principal reserves the right to impose a restriction of that item.

Pants/Shorts/Skirts/Dresses

- Full-length jeans, pants, and capris are to be worn at the waistline.
- Pants that sag or are worn below the waistline will not be allowed.
- Shorts are acceptable provided they are worn at the waistline and extend at least mid-thigh.
- Skirts and dresses must be knee length or longer.
- Tights or leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

Shoes

- Shoes must be worn.
- House shoes, shower shoes, flip-flops or slippers may not be worn.
- Shoes should be appropriate for PE and playground.

Hair

- Hair should be well-groomed.
- Must be a natural color, with no unusually shaved areas including designs shaved into the hair. Mohawks are not permitted.
- Hair must not cover the eyes. (Continually sweeping to the side is not acceptable.)

Accessories

- Body piercings are not permitted. Ear piercings are allowed for females only.
- Gauges are not permitted.
- Makeup is prohibited. Exceptions may be made at the discretion of the campus principal.
- Bandanas are prohibited. Exceptions may be made at the discretion of the campus principal.
- Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.

Violations

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources

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. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 79.]

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

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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 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.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 77 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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.

Extracurricular Activities, Clubs, and Organizations

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 80.]

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

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

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

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: see campus principal for current list.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or 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, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 80.]

A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising

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.]

Fundraising shall not be permitted during class time. [See EC]

Fundraising through sales of foods and beverages that could be consumed during the school day shall meet the requirements for competitive foods unless the District allows an exception from the competitive food requirement, as permitted by state and federal law. [See CO and FFA]

Gang-Free Zones

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

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

Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher.

These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence

Harassment

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

Hazing

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 33 and policies FFI and FNCC for more information.]

Health—Physical and Mental

A Registered Nurse will be available to assist students who become ill or injured at school and to conduct various screenings as required by state law. In the event the Registered Nurse is not immediately available; other school personnel will assist students as needed.

Parents are encouraged NOT to send their students to school when they are ill; however, students should attend school every day possible. Students with a temperature of 100 degrees or greater, a SpO2 of 92% or less, those with vomiting and/or diarrhea who may be contagious, or those with communicable diseases (including head-lice) are NOT allowed to attend school. Parents of a student with a communicable or contagious disease should phone the school nurse so that other students who might have been exposed to the disease can be alerted, if necessary. Students should be free of fever, vomiting, and diarrhea for 24 hours before returning to school. A Texas Department of Health Communicable Disease Chart is available in the school nurse's office. Further information may be found at policy FFAD.

Students should notify a teacher, nurse or another adult if they become ill or injured at school to insure the appropriate medical attention is given. Students are well supervised at all times, but accidents do occur at school just as they do at home. School nurses provide first aid only and are unable to diagnose illness. Please be prepared to take your student home should he/she become ill or injured during the school day. Please make arrangements to have someone pick-up your child within 30 minutes of the school calling you. Students who become ill or injured at school shall check out of school through the nurse's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent and the Front Entrance Receptionist. Parents will need to sign these students out at the nurse's office or the front office. Students who transport themselves to and from school, that become ill or injured, will only be allowed to transport themselves home if a parent, guardian, or a contact person on their emergency form can be reached by telephone; and permission is received for them to transport themselves home.

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Family Access by the second day of attendance.

Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Family Access during the school year and notify the Nurse that change has been made

Illness

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

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

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

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

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

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

Immunization

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and

- Meningococcal.

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.

As noted at **Bacterial Meningitis** on page 62, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

According to Title 25 Health Services, §§97.61-97.72 of the Texas Administrative Code, every child in the state shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the following immunization schedule:

Pre-K

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	4 doses
Polio	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose on or after 1st birthday
Hepatitis B	3 doses
Varicella**	1 dose on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday
HIB	1 dose after 15 months or a completed series
Pneumococcal (PCV7 or Prevnar)	1 dose after 1st birthday or a completed series with one dose after 1st birthday

Kindergarten and 1st

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday Both MUST be MMR
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday

2nd- 6th Grade

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday*
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

* For students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. Td is acceptable in lieu of Tdap if a contraindication to Pertussis exists.

**Documentation of previous chickenpox illness may substitute for vaccination.

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and 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 student will need to be evaluated by the school nurse and be found free of lice to return to school. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the **elementary level**, a 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. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the **secondary level**, a student may possess and apply sunscreen when necessary. If the 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.

MVISD Medication and Medical Procedure Protocols

In the best interest of safety concerning medication & medical procedures, the following protocols will be followed:

- Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
- The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher's aides, or any other classified person employed by a school district.
- Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse's office. **If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.**
- Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills necessary to self-administer may be permitted to use

prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.

- Medication shall be kept in the nurse's office in a locked cabinet or drawer that is not easily accessible to others.
- Medication from outside the United States will not be administered.
- Natural or homeopathic medication and/or treatments will not be administered.

Prescription Medications

- Prescription medication must be in the original container with the proper label.
- Prescription medication must have a written parental permission.
- If prescription medication is to be given for more than 10 days, a physician's permission and a parental permission form must be on file.

Non-Prescription Medications

- Non-prescription medications must be in the original container with the proper labeling.
- Non-prescription medications must have a written parental permission.
- The parent may send non-prescription medication one time during the school year with a written parental permission. This parental note will be honored for 5 days from the date it is received. Any further administering of this same medication at any time throughout the school year will require a physician's permission form.

As Needed Medication

- If medication, prescription or non-prescription, is to be kept in the nurse's office and administered "as needed"; the requirements for prescription & non-prescription medications apply.

Medical Procedures

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse's office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.
- It is the responsibility of the student to report to the nurse's office to take his/her medicine.
- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.

- The school nurse or a designated representative may provide and administer:
- Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
- Benadryl (or generic antihistamine) if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
- Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified under **Non-Prescription Medications**. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 64.

Mental Health Support

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
 - If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: <https://www.dshs.texas.gov/transition/mhsa.aspx>

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
 - The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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.

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 40 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page **Error! Bookmark not defined.** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 65 for board-adopted policies and administrative procedures that promote student health.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding

children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

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

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

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFAC for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 40 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 65 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 65 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Spinal Screening Program

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

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

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

Other Examinations and Screenings

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

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

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

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

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 54.]

Diabetes

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

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. All students must complete a Food Allergy Form each school year. Additionally, Child Nutrition will provide Special Diet meals to all students who submit Medical Documentation explaining food restrictions or requirements.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed with the Health Services Coordinator or with the Campus Nurse.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.

[See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited

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.

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

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

The Campus nurse at (830) 931-2243

- Castroville E.S. Ext. 2500
- LaCoste E.S. Ext. 3005
- Potranco E.S. Ext. 2000
- Luckey Ranch E.S. Ext. 2604

The Campus school counselor at (830)931-2243

- Castroville E.S. Ext. 2500
- LaCoste E.S. Ext. 3005
- Potranco E.S. Ext. 2000
- Luckey Ranch E.S. Ext. 2604

The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, Patricia Mechler or Bexar County Health Department may be contacted at 210-335-2011.

The local mental health authority, Hill Country MHDD, which may be contacted at 512-558-2006, Corporate Office.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.mvisd.com.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF

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

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

The district will provide supplies, clothing, instructional materials, and other support services to assist highly mobile and at-risk students. The district will provide opportunities for students to listen to motivational speakers and to meet quarterly with student support teams. Social Workers will be available to provide training on various mental health and other hot topics to our secondary staff members.

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

Please contact **Gabriel Cary** at gabriel.cary@mvisd.org for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from **Tina Schmelzer**, Health Coordinator.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

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

Student Wellness Policy/Wellness Plan

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

Law Enforcement Agencies

Questioning of Students

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

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require parental consent 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 the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

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

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

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 31.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

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

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: **Dr. Dwight McHazlett, Assistant Superintendent of Curriculum, Instruction, and Student Services** dwight.mchazlett@mvisd.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: **Mrs. Stefanie Perkins, Special Programs Director** stefanie.perkins@mvisd.org.

For all other concerns regarding discrimination, see the superintendent: **Dr. Kenneth Rohrbach**.

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

Parent and Family Engagement

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 on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 40.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 73.]
- Becoming a school volunteer. [See **Volunteers** on page 86 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *Parent/Teacher Organization (PTO)*
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact *campus principal*] and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 66 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:30 p.m. Central Administration Board Room. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office Bulletin Board and online at www.mvisd.com. [See policies BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 18.]

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

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:

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

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

Elementary and Middle/Junior High Grade Levels

In grade 1-8, promotion is based on EIE LOCAL and include:

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.

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.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 78.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

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

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 52 and policy EIA(LOCAL) for more information.]

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

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

Retaliation

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

Safety

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.
- 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 using the reporting tool on the district website, www.mvisd.com.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

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 annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

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: all local radio and television station, as well as social media and text and email blasts.

[See **Communications-Automated, Emergency** on page 38.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 78.]

School Facilities

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact **Tommy Ellison**, the district's designated asbestos coordinator, at thomas.ellison@mvisd.org.

Food and Nutrition Services

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See **Olga Perez, Director of Child Nutrition**, to apply for free or reduced-price meal services.

[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.

Vending Machines

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to 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 Tommy Ellison, the district's IPM coordinator, at 830-931-2243

Conduct Before and After School

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

Library

The library is open for independent student use during the following times with a teacher permit during school hours.

Use of Hallways during Class Time

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

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.

See campus principal for the areas open to students before school, beginning at 7:15 a.m.

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.

School-Sponsored Field Trips

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

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

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

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

District Property

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

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

Metal Detectors

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

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

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

[See **Electronic Devices and Technology Resources** on page 49 and policy FNF(LEGAL) for more information.]

Trained Dogs

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

Sexual Harassment

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

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact **Natalie Benke, District Curriculum Director**.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or

- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 72.]

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

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

End-of-Course (EOC) Assessments

[See **Standardized Testing** on page 78.]

Students in 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).

Please contact **Gabriel Cary**, who has been designated as the district's foster care liaison, at **830- 931-2243** with any questions.

[See **Students in the Conservatorship of the State** on page 25.]

Students Who are Homeless

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

For more information on services for students who are homeless, contact the district's homeless education liaison, **Liz Madrigales**, at **830-931-2243** with any questions.

[See **A Student Who is Homeless** on page 79.]

Summer School

Summer school is offered for students who qualify. See campus principal (See EIE local policy regarding retention).

Tardies

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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.

Transfers

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

[See **Safety Transfers/Assignments** on page 24, **Bullying** on page 33, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 77.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Further information may be obtained by calling the Transportation Department at (830) 931-2243 ext. 4500. See the Student Code of Conduct for provisions regarding transportation to the Disciplinary Alternative Education Program.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-931-2243 ext. 4500.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

- Do not push or shove
- Wait until the door opens before approaching the bus.
- Use handrails and steps.
- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.

- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

Seat Belt policy (on buses equipped with them)

- Refusal to wear your seat belt consequences.
 - 1st offense - 10 day bus suspension
 - 2nd offense - removal from bus for the remainder of the year.
- Removing your seat belt while in route consequences
 - 1st offense - Written reprimand and parent call.
 - 2nd offense --3 day bus suspension
 - 3rd offense --5 day suspension
 - 4th offense l--10 day suspension
 - 5th offense --Removal for remainder of the school year

Conduct on the bus

- Remain seated at all times
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.

- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.
- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate removal:

1st offense 10 day suspension

2nd offense removal for remainder of the year

- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.

- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.
- Retaliation against the driver, monitor or any students on or off school property

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

The following minimum consequences will be administered for violations:

- 1st referral-- Written reprimand
- 2nd referral--Written reprimand & parent call
- 3rd referral--Parent call-final warning before bus suspension
- 4th referral--3 day bus suspension
- 5th referral--5 day suspension
- 6th referral--10 day suspension
- 7th referral--Removal for remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

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

Vandalism

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

Video Cameras

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

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

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

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification. Individuals may visit classrooms 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 will not be permitted.

Unauthorized Persons

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

The person poses a substantial risk of harm to any person; or

The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Withdrawing from School

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

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

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

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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

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

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

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

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

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; 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 English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD 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 October 9, 2017.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format

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

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

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

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Parent Notification Compliance with Public Law 114-95, Section 1112(e)(1)(A)(i)-(ii) and Section 1112(e)(1)(B)(ii)

To: All Parents or Guardians

From: Medina Valley ISD Elementary Schools

Subject: Notification to Parents of Teacher/Paraprofessional Qualifications

In accordance with Every Student Succeeds Act (ESSA)/ PARENTS' RIGHT-TO-KNOW, this is a notification from **Medina Valley ISD Elementary Schools** to every parent of a student in a Title I school that you have the right to request and receive in a timely manner: a) information regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.

The information regarding the professional qualifications of your student's classroom teachers/paraprofessional shall include the following:

If the teacher has met state certification/qualification criteria for the grade level and subject areas taught:

If the teacher is teaching under emergency or other provisional status through which state certification/qualification criteria are waived;

The teacher is assigned in the field of discipline of the certification;

Whether the student is provided services by paraprofessionals, and if so, their qualifications [ESSA 1112(e)(1)(A)(i)-(ii)]

In addition to the above information you will be notified if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)]

Teachers may meet this requirement if the district is implementing its approved District Innovation teacher certification policy or if the teacher meets the State Certification assignment rules.

If you would like to receive any additional information about any of the above issues, please contact the campus principal at **(830) 931-2243**:

- Castroville E.S. Ken Center Ext. 2500
- LaCoste E.S. Elizabeth Vera Ext. 3001
- Potranco E.S. Sandy Bermea Ext. 2001
- Luckey Ranch E.S. Georgia Neuman Ext. 2601

Medina Valley ISD
2020-2021
Middle School Student Handbook



Julie Center, LAMS Principal

266 CR 381 🐾 San Antonio, TX 78253

Lesli Solis, MVMS Principal

8395 FM 471 South 🐾 Castroville, TX 78009

www.MVISD.com

If you have difficulty accessing the information in this document because of disability,
please contact the district at 830-931-2243.

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Board Members

Mario De Leon
President

Beth Zinsmeyer
Vice President

Jennilea Campbell
Secretary

Darren Calvert
Trustee

Shannon Beasley
Trustee

Terry Groff
Trustee

Bruce Haby
Trustee

Administration

Dr. Kenneth Rohrbach
Superintendent

Dr. Dwight McHazlett
Assistant Superintendent of
Curriculum, Instruction & Student Services

Juan Zamora
Assistant Superintendent of
Finance & Operations

Principals

Loma Alta Middle School
Mrs. Julie Center
266 CR 381
San Antonio, TX. 78253
Phone: (830) 931-2243

Medina Valley Middle School
Mrs. Lesli Solis
8395 FM 471 South
Castroville, TX 78009
Phone: (830) 931-2243

MVISD Middle School 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 Middle School Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Medina Valley ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mvisd.com. 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 newsletter and other 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 principal’s office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.mvisd.com.

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 the campus principal.

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Complete the following forms in Skyward Family Access:

Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook,

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

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the communications department.

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 or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

In response to a suicidal outcry or suspected ideation, the campus Counselor and/or Social Worker will conduct a preliminary evaluation of the child, using the Columbia Suicide Severity Rating Scale (C-SSRS). Results from the C-SSRS will be discussed with the parent/guardian and suggestions for resources and support will be provided, based on the level of severity exhibited by the child.

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, Rebecca Juarez and Devon Jefferson, can be reached at rebecca.juarez@mvisd.org and devon.jefferson@mvisd.org and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 61.

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 Display a Student's Original Works and Personal Information

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

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

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in

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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. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- 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),

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- A student’s name and photograph (posted on a district-approved and-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: students name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, 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.

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

Unless a parent has advised the district not to release his or her student’s information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student’s:

- Name,
- Address, and
- Telephone listing.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex behavior or attitudes;

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- 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, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

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

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

A parent may inspect:

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

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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;

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- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction: SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the UTHSC's Worth the Wait Program and the Aim for Success Program. They are abstinence-based programs. They are offered during health or a student assembly in 6th-12th grade. If you wish to review the curriculum, please contact the school nurse at your child's campus.

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. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 73 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student’s teacher, and see policies EC and EHBC.]

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

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.

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 15, 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - 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; or
- A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

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

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

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

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

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

The address of the superintendent's office is 8449 FM 471 S Castroville, TX 78009.

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 records custodian. 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.

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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, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 74, **Complaints and Concerns** on page 40, 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 www.mvisd.com.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. 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 principal for more information.

[See **Bullying** on page 33, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **A Student in Foster Care** on page 81.]

A Student Who Is Homeless

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

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

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

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

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

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[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **Students who are Homeless** on page 81.]

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

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Stefanie Perkins at [830-931-2243].

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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, and
- 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 **Stefanie Perkins at 830-931-2243**.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

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[See **English Learners** on page 52 and **Special Programs** on page 79 .]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 26 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal at 830-931-2243.

A+ for Credit Recovery

Following the end of a grading period, any student who fails to achieve a grade of 70 or above in an academic class will be assigned to A+. This self-paced, independent, computer program is a remediation tool intended to facilitate the acquisition of skills, content, and knowledge a student failed to acquire as indicated by a failing grade. A+ completion will be mandatory for students to earn credit for any class he/she fails. A+ will be offered in accordance with the campus. Students seeking to make up a failing grade for a course must complete their A+ assignment by the end of the six weeks grading period immediately following the failed six weeks period. Student can only obtain a grade of 70 after completion.

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

Compulsory Attendance

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.

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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 the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

A student absence 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.

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Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is Joe Romo. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

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 use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 29 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student’s participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.

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- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time

The district will take official attendance every day at MVMS 10:30 am and Loma Alta 10:00 am.

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

Documentation after an Absence

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

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

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

NOTE: Middle schools will allow 5 handwritten notes for a total of 8 absences per semester. Once the fifth note or the 8th absence is accumulated the next absence will not be documented as excused unless a note from a health care provider or anything found to be acceptable by an Administrator is turned in. Parent notes received 4 or more school days following the absence will no longer be considered an excused absence. 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.

If no note is provided or if the absence is deemed unexcused by an administrator, students may be subject to disciplinary action.

Doctor's Note after an Absence for Illness

Upon returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Please Note:

- A student absence from school for any reason other than for a documented health care appointment will not be allowed to participate in school-related activities on that day or evening.

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- A student is absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned 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.
- Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.
- The District shall make no distinctions between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. The principal of a school may grant a student up to three additional absences if the student is involved in more than one type of extracurricular activity and has a grade of at least 80 in the courses or subjects to be missed.

For further information, see policies at EHBC, EIA, FDC, and FDD.

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

Driver License Attendance Verification

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus 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 is available at:

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

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

<https://www.dps.texas.gov/driverlicense/teedriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.mvisd.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](#) and the [TEA homepage](#).

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Awards and Honors

Academic Excellence Awards

- These awards are based on the grade average of the core courses (Language Arts, Math, Science and Social Studies).
- Students with a core subject grade average of 92.000 (no rounding-up) or higher will be recognized at an awards ceremony and presented a certificate.
- These awards are presented at a ceremony at the end of the school year.

Campus Awards

Outstanding students in the various core subject areas will be selected by their teachers and awarded to deserving students. Additionally, a number of individual and participation awards will be presented during the ceremony at the end of the school year.

Bullying

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

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done 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
- Any other internet-based communication tool.
- Bullying is prohibited by the district and could include:

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

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on www.mvisd.com.

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 determine that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may, transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 24.]

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).

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[See **Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **Hazing** on page 55, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs

The district offers career and technical education programs in the following areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Law and Public Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, course pre-requisites, and class space available.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, 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.

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

[See **Nondiscrimination Statement** on page 71 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations

Parents or Grandparents are not allowed to bring up any items to share with other students during the instructional day. Parents and Grandparents may bring food for their student only at the students designated lunch time.

The school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 66.]

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Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mvisd.com. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

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, although traffickers frequently make contact with 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;

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- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

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;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

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](#).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)

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- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Schedules

MVMS/LAMS builds its master schedule according to students' selection of courses. The course selection process is designed to encourage careful decision making by students and their parents. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered according to the following guidelines during the first three weeks of school (except in very rare instances):

- For valid reasons prior to registration.
- For urgent/substantiated reasons (e.g. low probability of success, physical problems, failure to meet prerequisites of course) after registration by request no later than two weeks after the course begins.
- Parent signatures are required for all course or level change requests.
- Intervention, Attendance, LPAC, Placement Review, 504 or ARD committee approval must be obtained in order to detect potential conflicts, (e.g. course overload, fees, etc.).
- Committees may delay change of schedule until end of grading period for classes such as AP/Pre-AP courses.
- Changes needed because of clerical errors will be made upon recognition of the error.
- Class change requests during freeze counts or other administrative holding periods will be delayed until the master schedule is released for schedule changes.

Schedule Changes

Schedule changes must be requested during the first three weeks of the school year. Requests for schedule changes will be considered according to the following:

- The change is possible and reasonable from the existing schedule
- The change will not overload another class
- The change results in a reasonable program of study towards graduation
- The counselor and/or administrator has approved the change

When a student selects a course, he or she is expected to complete it. Students must be able to prove an academic need to an appropriate committee in order to receive a schedule change after the semester begins.

Decisions concerning schedule changes will be made on careful consideration of their impact on the educational needs of the child with final approval by the campus principal.

NOTE: Individual requests for particular teachers are NOT a consideration when student schedules are determined.

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[See **Schedule Changes** on page 38 for information related to student requests to revise their course schedule.]

Closed Campus

Medina Valley/Loma Alta Middle School is considered a closed campus. ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID. Students will not be allowed to leave the campus during the school day, except under the following conditions:

- For any person signing a student out of school, a photo ID will be required.
- A parent/guardian must keep Skyward emergency contacts up to date. Students will not be allowed to leave school with someone who is not listed as an emergency contact in Skyward.
- A student who becomes ill will report to the nurse. All others who must leave for some other reason must go to the principal's office. If it is necessary for the student to go home, proper arrangements will be made and parents will be contacted. Only parents or guardians may sign a student out of school except as indicated above.
- Parents wanting to pick up their child from school during school time must come to the office and sign the student out.

Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by the campus principal.

Parents wishing to visit the campus to eat lunch with their child may do so by signing in at the office and providing photo ID. A designated table will be located in the cafeteria and only the child of the visiting parents will be allowed to sit there.

Students choosing to leave campus without permission will be subject to disciplinary action. The school day begins at 8:10 a.m. and ends at 3:50 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency 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** on page 75 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

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If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 75 for information regarding contact with parents during an emergency.]

Complaints and Concerns

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mvisd.com. The complaint forms can be accessed *online at* www.mvisd.com or 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

Applicability of School Rules

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

- Julie Center-Loma Alta Middle School julie.center@mvisd.org
- Daniel Williams-Loma Alta Middle School daniel.williams@mvisd.org
- Carmen Ramirez-Loma Alta Middle School carmen.ramirez@mvisd.org
- Lesli Solis-Medina Valley Middle School lesli.solis@mvisd.org
- Gerri Butler- Medina Valley Middle School gerri.butler@mvisd.org
- Roland Villanueva-Medina Valley Middle School roland.villanueva@mvisd.org

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Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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;

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

Personal Counseling

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

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 61, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 36.]

Course Credit

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

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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 the school counselor and policy EHDB(LOCAL) for more information.]

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

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

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

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students in Grades 1–5

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

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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Dating Violence, Discrimination, Harassment, and Retaliation

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, disability, age, 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 www.mvisd.com. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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.

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

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

Sexual Harassment and Gender-Based Harassment

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

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

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 33]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

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

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

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

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

Display of Affection

Embracing, holding hands, or kissing is not an accepted practice on school campus. This type of conduct is not condoned in the school environment and may be subject to disciplinary action.

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

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Distance Learning

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

The distance learning opportunities that the district makes available to district students is 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 prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 52.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 5 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.

The principal has designated a bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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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.

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

The principal has designated a bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurricular-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

It is recognized that parents bear primary responsibility for setting standards for their children's dress and grooming. However, because of health and safety factors, because of the influence of dress and grooming on students' attitudes and behavior, and because of the need to prevent disruptive influences and preserve the academic environment of the school, student dress and grooming are proper concerns of teachers and administrators, as well.

Student attire and grooming shall not distract, disrupt, create a safety hazard, or take away from the learning process. Appropriate dress and personal grooming by each student for all school activities shall reflect the high standard of the school District and community and not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgement may reasonably be expected to cause disruption of or interference with normal school operations.

Medina Valley students will use the following standards when dressing for school:

General Requirements

- All clothing will fit properly.

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- Clothing will be clean with no rips or tears above the knee.
- Clothing will be non-revealing and exhibit modesty in styling.
- Undergarments must be worn appropriately and not be visible.
- Students will practice personal hygiene.
- Visible tattoos and/or body piercing are not allowed.
- Students may not wear clothing that advertises drugs, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane or vulgar statements or signs/symbols. This includes depiction of weapons, scenes of grotesque violence, or images of death.

At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. **The final determination of acceptable dress and grooming rests with the campus principal.**

To assist the student and parent with choosing school attire, the following are standards of dress:

Shirts

- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. No spaghetti straps or tank tops are allowed.
- All shirts must extend below the waistline. Plain white t-shirts may not be worn except as an undershirt. Additionally, if any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc. the principal reserves the right to impose a restriction of that item.

Pants/Shorts/Skirts/Dresses

- Full-length jeans, pants, and capris are to be worn at the waistline.
- Pants that sag or are worn below the waistline will not be allowed.
- Shorts are acceptable provided they are worn at the waistline and extend at least mid-thigh.
- Skirts and dresses must be knee length or longer.
- Tights or leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

Shoes

- Shoes must be worn.
- House shoes, shower shoes, flip-flops or slippers may not be worn.
- Shoes should be appropriate for PE and playground.

Hair

- Hair should be well-groomed.
- Must be a natural color, with no unusually shaved areas including designs shaved into the hair. Mohawks are not permitted.

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- Hair must not cover the eyes. (Continually sweeping to the side is not acceptable.)

Accessories

- Body piercings are not permitted. Ear piercings are allowed for females only.
- Gauges are not permitted.
- Makeup is prohibited. Exceptions may be made at the discretion of the campus principal.
- Bandanas are prohibited. Exceptions may be made at the discretion of the campus principal.
- Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.

Violations

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity, may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

Dress for Special Occasion Day(s)

The principal has the authority to allow all or part of the student body to vary from dress code and establish a particular mode of attire for special occasion days or for particular school- sponsored or school-related activities.

Electronic Devices and Technology Resources

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. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 81.]

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

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

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If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/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.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 78 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.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 78 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program

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related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

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

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 **Standardized Testing** on page 80.]

English Learners

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 80, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 82.]

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

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Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

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

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.

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions (See Policy FM Local).
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council and National Junior Honor Society

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

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- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- 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 optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 82.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Note: Initial I.D. cards are provided free; however, lost or damaged ID cards will be replaced at the student's expense.

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

Fundraising

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.]

Fundraising shall not be permitted during class time. [See EC]

Fundraising through sales of foods and beverages that could be consumed during the school day shall meet the requirements for competitive foods unless the District allows an exception from the competitive food requirement, as permitted by state and federal law. [See CO and FFA]

Gang-Free Zones

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

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Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 74 for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Hazing

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 33 and policies FFI and FNCC for more information.]

Health—Physical and Mental

A Registered Nurse will be available to assist students who become ill or injured at school and to conduct various screenings as required by state law. In the event the Registered Nurse is not immediately available; other school personnel will assist students as needed.

Parents are encouraged NOT to send their students to school when they are ill; however, students should attend school every day possible. Students with a temperature of 100 degrees or greater, a SpO2 of 92% or less, those with vomiting and/or diarrhea who may be contagious, or those with communicable diseases

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(including head-lice) are NOT allowed to attend school. Parents of a student with a communicable or contagious disease should phone the school nurse so that other students who might have been exposed to the disease can be alerted, if necessary. Students should be free of fever, vomiting, and diarrhea for 24 hours before returning to school. A Texas Department of Health Communicable Disease Chart is available in the school nurse's office. Further information may be found at policy FFAD.

Students should notify a teacher, nurse or another adult if they become ill or injured at school to insure the appropriate medical attention is given. Students are well supervised at all times, but accidents do occur at school just as they do at home. School nurses provide first aid only and are unable to diagnose illness. Please be prepared to take your student home should he/she become ill or injured during the school day. Please make arrangements to have someone pick-up your child within 30 minutes of the school calling you. Students who become ill or injured at school shall check out of school through the nurse's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent and the Front Entrance Receptionist. Parents will need to sign these students out at the nurse's office or the front office. Students who transport themselves to and from school, that become ill or injured, will only be allowed to transport themselves home if a parent, guardian, or a contact person on their emergency form can be reached by telephone; and permission is received for them to transport themselves home.

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Family Access by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Family Access during the school year and notify the Nurse that change has been made

Illness

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

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

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

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

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

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

Immunization

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

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For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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.

As noted at **Bacterial Meningitis** on page 64, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

According to Title 25 Health Services, §§97.61-97.72 of the Texas Administrative Code, every child in the state shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the following immunization schedule:

Pre-K

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	4 doses
Polio	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose on or after 1st birthday
Hepatitis B	3 doses
Varicella**	1 dose on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday
HIB	1 dose after 15 months or a completed series

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Pneumococcal (PCV7 or Prevnar)	1 dose after 1st birthday or a completed series with one dose after 1st birthday
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Kindergarten and 1st

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday Both MUST be MMR
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday

2nd- 6th Grade

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday*
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

* For students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. Td is acceptable in lieu of Tdap if a contraindication to Pertussis exists.

**Documentation of previous chickenpox illness may substitute for vaccination.

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and 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 student will need to be evaluated by the school nurse and be found free of lice to return to school. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

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Medicine at School

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the **elementary level**, a 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. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the **secondary level**, a student may possess and apply sunscreen when necessary. If the 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.

MVISD Medication and Medical Procedure Protocols

In the best interest of safety concerning medication & medical procedures, the following protocols will be followed:

- Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
- The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher's aides, or any other classified person employed by a school district.
- Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse's office. **If the medication must be sent with the student, the parent must call the school**

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nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.

- Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills necessary to self-administer may be permitted to use prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.
- Medication shall be kept in the nurse's office in a locked cabinet or drawer that is not easily accessible to others.
- Medication from outside the United States will not be administered.
- Natural or homeopathic medication and/or treatments will not be administered.

Prescription Medications

- Prescription medication must be in the original container with the proper label.
- Prescription medication must have a written parental permission.
- If prescription medication is to be given for more than 10 days, a physician's permission and a parental permission form must be on file.

Non-Prescription Medications

- Non-prescription medications must be in the original container with the proper labeling.
- Non-prescription medications must have a written parental permission.
- The parent may send non-prescription medication one time during the school year with a written parental permission. This parental note will be honored for 5 days from the date it is received. Any further administering of this same medication at any time throughout the school year will require a physician's permission form.

As Needed Medication

- If medication, prescription or non-prescription, is to be kept in the nurse's office and administered "as needed"; the requirements for prescription & non-prescription medications apply.

Medical Procedures

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse's office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.

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- It is the responsibility of the student to report to the nurse's office to take his/her medicine.
- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.
- The school nurse or a designated representative may provide and administer:
- Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
- Benadryl (or generic antihistamine if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
- Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified under **Non-Prescription Medications**. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 66.

Mental Health Support

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
 - If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information

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regarding children's mental health and substance abuse intervention services on its website:
<https://www.dshs.texas.gov/transition/mhsa.aspx>

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
 - The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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.

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 41
- for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 67 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 67 for board-adopted policies and administrative procedures that promote student health.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can

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provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

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

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

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFAC for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 41 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 67 **Error! Bookmark not defined.** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 67 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

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

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Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Spinal Screening Program

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

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

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

Other Examinations and Screenings

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

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

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright

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lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

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

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 56.]

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Diabetes

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

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. All students must complete a Food Allergy Form each school year. Additionally, Child Nutrition will provide Special Diet meals to all students who submit Medical Documentation explaining food restrictions or requirements.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed with the Health Services Coordinator or with the Campus Nurse.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.

[See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited

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.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

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Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

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

- The Campus nurse at (830) 931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).
- The Campus school counselor at (830)931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).
- The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, Patricia Mechler or Bexar County Health Department may be contacted at 210-335-2011.
- The local mental health authority, Hill Country MHDD, which may be contacted at 512-558-2006, *Corporate Office*.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://policyonline.tasb.org/home/index/883>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

The district will provide supplies, clothing, instructional materials, and other support services to assist highly mobile and at-risk students. The district will provide opportunities for students to listen to

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motivational speakers and to meet quarterly with student support teams. Social Workers will be available to provide training on various mental health and other hot topics to our secondary staff members.

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

Please contact **Gabriel Cary** at gabriel.cary@mvisd.org for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from **Tina Schmelzer**, Health Coordinator.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 17 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

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

Homework

Homework will be assigned in each course. The number and frequency of these assignments shall be determined by the teacher. Homework is independent practice designed to reinforce skills already learned. Independent research projects or papers may be assigned in lieu of or in addition to homework.

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. All homework will be reviewed and/or checked and returned to the student within three days unless the teacher has stated a specific reason for the work not being graded. Students who repeatedly fail to complete assignments may receive an academic referral and/or assignment to Saturday school.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, 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.

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

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Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent 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.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

During Lunch

MVMS and Loma Alta are closed campuses. No students will be allowed to leave the campus during lunch. MVMS and Loma Alta do not allow delivery of food to the school during the lunch period either by parent or a food delivery service.

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

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

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.

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The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 30.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

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

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: **Dr. Dwight McHazzett, Assistant Superintendent of Curriculum, Instruction, & Student Services**. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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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: **Mrs. Stefanie Perkins, Special Programs Director.**
- For all other concerns regarding discrimination, see the superintendent: **Dr. Kenneth Rohrbach.**

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

Parent and Family Engagement

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 on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]
- 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 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 74.]
- Becoming a school volunteer. [See **Volunteers** on page 87 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *PTO*.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact the campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 64 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

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- Attending board meetings to learn more about district operations. Regular board meetings are held on the Third Monday of each month at 6:30 p. m. at the location named in the Public Notice. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com. [See policies BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 18.]

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

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:

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

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

Elementary and Middle School Levels

In grades 1-8, promotion is based on overall average of 70 on a scale of 100 points based upon course level, grade-level standards (TEKS) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, and either science or social studies. EIE(LOCAL)

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 80.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the 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.

Release of Students from School

[See **Leaving Campus** on page 70.]

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks via skyward family access.

Student's grades or performance in each class or subject are available at any time to parents through the Skyward Family Access link on the MVISD home page or by written request. At the end of the first three

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weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 72 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 55 and policy EIA(LOCAL) for more information.]

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Safety

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:

- Display/wear their current year student I.D. above the waist and in full view at all times. Failure to comply will result in disciplinary consequences. A student's initial ID is provided by the school at no charge. Replacement IDs manufactured by MVMS will cost \$5.00.
- 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.
- 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 the district website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

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Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

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 annually offer instruction in CPR 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 certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

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: local radio and television stations, as well as the district website, social media site, and email and text blasts.

[See **Communications-Automated, Emergency** on page 39.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 80.]

School Facilities

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Tommy Ellison, the district's designated asbestos coordinator, at 830-931-2243.

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Food and Nutrition Services

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See **Olga Perez** to apply for free or reduced-price meal services.

[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.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to 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 **Tommy Ellison**, the district's IPM coordinator, at 830-931-2243

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to 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.

Use of Hallways during Class Time

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.

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Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:30 a.m.

- 6th - 8th grade common areas
- cafeteria

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 Noncurricular-Related Groups

Student-organized, student-led noncurricular-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

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less 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.

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District Property

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

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

Telecommunications and Other Electronic Devices

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

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

[See **Electronic Devices and Technology Resources** on page 50 and policy FNF(LEGAL) for more information.]

Trained Dogs

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

Students Rights and Responsibilities: Investigations and searches (see FNF Local policy at [https://policyonline.tasb.org/Policy/Download/883?filename=FNF\(LOCAL\).pdf](https://policyonline.tasb.org/Policy/Download/883?filename=FNF(LOCAL).pdf)]

[See **Steroids** on page 62.]

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact **Stefanie Perkins, Special Programs Director**.

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The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 73.]

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

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

High School Courses End-of-Course (EOC) Assessments

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

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

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

Students in 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).

Please contact **Liz Madrigales**, who has been designated as the district's foster care liaison, at 830-931-2243 with any questions.

[See **Students in the Conservatorship of the State** on page 24.]

Students Who are Homeless

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

For more information on services for students who are homeless, contact the district's homeless education liaison, **Liz Madrigales**, at 830-931-2243 with any questions.

[See **A Student Who is Homeless** on page 25.]

Student Speakers

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

Summer School

Summer school is offered for students who qualify. See campus principal (See EIE local policy regarding retention).

Tardies

Students are expected to arrive at all classes on time. Tardies are accounted for cumulatively and consequences are administered accordingly. A student who is not inside the classroom when the tardy bell rings is considered tardy. Students who are repeatedly tardy to class may receive the following consequences:

- 3 tardies in one week: After School Detention
- 6 tardies in one week: In School Suspension

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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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.

Transfers

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

[See **Safety Transfers/Assignments** on page 24, **Bullying** on page 33, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 78.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Further information may be obtained by calling the Transportation Department at (830) 931-2243 ext. 4500. See the Student Code of Conduct for provisions regarding transportation to the Disciplinary Alternative Education Program.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-931-2243 ext. 4500.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

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- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

- Do not push or shove
- Wait until the door opens before approaching the bus.
- Use handrails and steps.
- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

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Seat Belt policy (on buses equipped with them)

- Refusal to wear your seat belt consequences.
 - 1st offense - 10 day bus suspension
 - 2nd offense - removal from bus for the remainder of the year.
- Removing your seat belt while in route consequences
 - 1st offense - Written reprimand and parent call.
 - 2nd offense --3 day bus suspension
 - 3rd offense --5 day suspension
 - 4th offense 1--10 day suspension
 - 5th offense --Removal for remainder of the school year

Conduct on the bus

- Remain seated at all times
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.

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- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate removal:

1st offense 10 day suspension

2nd offense removal for remainder of the year

- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.

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- Possessing inappropriate or pornographic material.
- Retaliation against the driver, monitor or any students on or off school property

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

The following minimum consequences will be administered for violations:

- 1st referral-- Written reprimand
- 2nd referral--Written reprimand & parent call
- 3rd referral--Parent call-final warning before bus suspension
- 4th referral--3 day bus suspension
- 5th referral--5 day suspension
- 6th referral--10 day suspension
- 7th referral--Removal for remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

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

Vandalism

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

Video Cameras

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

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education

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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, speak with the principal or **Stephanie Perkins**, who the district has designated to coordinate the implementation of and compliance with this law.

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

Visitors to the School

General Visitors

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

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

Parents or guardians may visit their student during lunch but must sit at a designated visitors table and are only able to have lunch with their child. No parties or gatherings with friends will be allowed during this parent visit.

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

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On college and career day, 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

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

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If you are interested in volunteering, please contact **Jason Migura**, Human Resources for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Withdrawing from School

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

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

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

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

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ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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

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

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

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

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

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a

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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 English learners 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: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD 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 October 9, 2017.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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Report Format

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

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

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

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Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Medina Valley High School
2020-2021

Student Handbook



MEDINA VALLEY HIGH SCHOOL
M E D I N A V A L L E Y I S D

Tanner Lange, Principal

8365 FM 471 South Castroville, TX 78009

www.MVISD.com

If you have difficulty accessing the information in this document because of disability,
please contact the district at 830-931-2243.

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Superintendent

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Assistant Superintendent of
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Medina Valley High School

8365 CR 471 S.
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Counseling

Rebecca McHazlett
Lead Counselor

Anneke Tschirhart

Denise Lozano

Marla Chessher

Nurse

Tina Schmelzer, BSN, RN
Health Coordinator

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 Medina Valley High School Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Medina Valley High School Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mvisd.com. 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 newsletter and other 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 Medina Valley High School Front Office.

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

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 the high school principal.

Complete the following forms in Skyward Family Access:

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

[See **Objecting to the Release of Directory Information** on page 16 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 17 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the communications department.

Section One: Parental Rights

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

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

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

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

In response to a suicidal outcry or suspected ideation, the campus Counselor and/or Social Worker will conduct a preliminary evaluation of the child, using the Columbia Suicide Severity Rating Scale (C-SSRS). Results from the C-SSRS will be discussed with the parent/guardian and suggestions for resources and support will be provided, based on the level of severity exhibited by the child.

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, Emily Perez, can be reached at emily.perez@mvisd.org and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 79.

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 Display a Student's Original Works and Personal Information

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

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

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

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

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

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

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

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

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

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

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

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

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. *FL(LOCAL)*. 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, and

- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 21.

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

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

- Name,
- Address, and
- Telephone listing.

[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, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- 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, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

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

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

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

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the **UTHSC's Worth the Wait Program**. It is an abstinence-based program. It is offered during health in 6-12th grade. If you wish to review the curriculum, please contact the school nurse at your child's campus.

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. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 93 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student’s teacher, and see policies EC and EHBC.]

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

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.

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 16, 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., S.W.
 Washington, DC 20202

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

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.

- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 16.]

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

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

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

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

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

The address of the superintendent’s office is 8449 FM 471 S, Castroville, TX 78009.

The address of the principal’s office is: 8365 FM 471 S, Castroville, TX 78009

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 records custodian. 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, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 94, **Complaints and Concerns** on page 45, 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: www.mvisd.org

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

[See **Bullying** on page 36, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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

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

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

- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 50, **Course Credit** on page 49, and **A Student in Foster Care** on page 103.]

A Student Who Is Homeless

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 50, **Course Credit** on page 49, and **Students who are Homeless** on page 103.]

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

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Stephanie Keller-Perkins at 830-931-2243.

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, and
- 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 Stephanie Keller-Perkins at 830-931-2243.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 60 and **Special Programs** on page 101 .]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 26 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 campus principal at 830-931-2243.

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

Compulsory Attendance

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.

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 the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or

- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.
- The following rules apply for Juniors and Seniors who wish to visit a college that they are considering attending:
 - Special permission must be obtained from the Counseling Center.
 - No more than two approved college visitations per student per year.
 - An approval sheet signed by all teachers and a parent must be turned in no later than 24 hours prior to the visit. (Approval may be denied if a test is scheduled or if in the professional opinion of the teacher the student is too far behind.)
 - Only ½ day will be granted for local institution visitations.
 - College days will not count against exam exemptions for seniors.
 - College days may not be taken:
 - during the last three weeks of school except for:
 - registration
 - orientation
 - scholarship interviews
 - on any day of a scheduled six-weeks or semester test
 - on any day adjacent to a school holiday without special permission from the principal.
 - Student must obtain verifiable documentation from the institution visited.
 -
- **Please Note:** Violations of the above policy can result in the denial of additional days being granted as well as disciplinary action.

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 per school year to serve as:

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is Mr. Joe Romo. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

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 use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time

The district will take official attendance every day at 10:30 AM.

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

Documentation after an Absence

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

A note signed by the student 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.

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

NOTE: MVHS will allow **5 handwritten notes** for a total of **8 absences** per semester. Once the fifth note or the 8th absence is accumulated the next absence will not be documented as excused unless a note from a health care provider or anything found to be acceptable by an Administrator is turned in.

Parent notes received 4 or more school days following the absence will no longer be considered an excused absence.

If no note is provided or if the absence is deemed unexcused by an administrator, students may be subject to disciplinary action.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness

Upon returning to school, a student absent for more than 3 (three) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Medical Exemption

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. When a student commences classes or returns to school on the same day of the appointment – the appointment should be supported by a document such as a note from the health care professional – the hours of absence shall be counted as hours of compulsory attendance. Students excused under this provision shall be allowed a reasonable time to make up school work missed on those days. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District. A student enrolled in the DCP program must have prior approval of the DCP instructor in order to use attendance at work site as instructional time to qualify for this exemption

For purposes of this medical exemption the appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.

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

Driver License Attendance Verification

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus 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 is available at:

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

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

<https://www.dps.texas.gov/driverlicense/teendrivers.htm>.

Accountability under State and Federal Law

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.mvisd.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](#) and the [TEA homepage](#).

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 November 18th at 8:30am at the Performing Arts Center.

Contact the principal for information about this opportunity.

Awards and Honors

Academic Excellence Awards

Medina Valley High School recognizes eligible 9th, 10th, and 11th grade students with Academic Excellence awards. These awards are based on the **weighted** grade average of the core courses (Language Arts, Math, Science and Social Studies). Students, whose **weighted** core course grade point average is **4.0 or greater**, without rounding, will be presented an award during the final six-week grading period.

PAWS Awards

There are three (3) types of awards given through this program which are available to 12th graders only. These awards are based on the student's overall weighted GPA at the end of the 1st Semester of 12th grade. Weighted GPA is calculated for all four years as follows:

Cumulative Grade Average

- Summa Cum Laude = 4.0 GPA or higher – Gold Paw
- Magna Cum Laude = 3.8 to 3.99 – Silver Paw
- Cum Laude = 3.6 to 3.79 – Black Paw

Bullying

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done 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
- 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.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on the district website, www.mvisd.com.

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

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

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

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

[See **Safety Transfers/Assignments** on page 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51, **Hazing** on page 73, policy FFI, the district’s Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs

The district offers career and technical education programs in the following areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Law and Public Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, course pre-requisites, and class space available.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, 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.

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

[See **Nondiscrimination Statement** on page 91 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations

Although a parent or grandparent may provide food to share for a school-designated function or for a student’s birthday, all items must be pre-packaged and store bought. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 84.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mvisd.org. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

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, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

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;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

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](#)).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)

- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student

Class Rank

Class rank shall be calculated by using a scaled point system for specific courses in grades 9 – 12. The numeric semester average shall earn grade points according to the District weighted grade point scale. For 9-11th graders, GPA and RANK are available at the end of each school year. [See EIC(local)]

Top Ten Percent

Special recognition shall be given to the top ten percent of students in each graduating class.

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

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks by earning a 23 composite with 19 in Math and Reading or earns at least a 1500 out of 2400 on the SAT.

To qualify for Top Ten Percent students graduating in 2018 or after Completes Algebra 2 course work and qualify for Foundation with Endorsement. [For further information, see policies at EIC.]

Students and parents should contact the counselor for further information about the application process and deadlines. [For further information, see policies at EIC.]

Highest-Ranking Students

Valedictorian

The Valedictory honors will be given to the student earning the highest GPA, according to Board policy EIC local, during the four (4) years of high school study.

Salutatorian

Salutatory honors will be awarded to the student earning the second highest GPA, according to Board policy EIC local during the four (4) years of high school study.

Recognized Graduates

The district will recognize graduates whose class rank places them in the top ten percent of their graduating class. [See EIC(local)]

[See policy EIC for more information.]

Class Schedules

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.

Medina Valley High School builds its master schedule according to students' selection of courses and their four year plans. The course selection process is designed to encourage careful decision making by students and their parents based on information regarding graduation, college entrance, and career requirements. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. When a student selects a course, he or she is required to complete it. Students must be able to prove an academic need to an appropriate committee (i.e. RTI, IEP, 504...) in order to receive a schedule change after the semester begins.

The deadline for any schedule change corresponds with the final “Preparatory Day” which marks the start of a school year. Any request for schedule changes after the final Preparatory Day will not be accepted. Please contact the MVHS counseling center for information regarding Preparatory Day dates and times.

In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered for academic need according to the following guidelines:

1. For valid reasons prior to registration.
2. For urgent/substantiated reasons (e.g. low probability of success, physical problems, failure to meet prerequisites of course) after registration by request no later than one week after course begins.
3. Parent signatures are required for all course or level change requests.
4. Intervention, Attendance, LPAC, Placement Review, 504 or ARD committee approval must be obtained in order to detect potential conflicts, (e.g. course overload, fees, etc.).
5. Committees may delay change of schedule until end of grading period for any course.
6. Some class changes may result in loss of weighted grade and/or loss of credit in either or both classes due to the attendance regulations (90% rule), etc.
7. Changes needed because of clerical errors will be made upon recognition of the error.
8. The change will not overload another class
9. Class change requests during the first week of school will be delayed until initial attendance accounting is complete.

[See **Schedule Changes** on page 41. for information related to student requests to revise their course schedule.]

ADVANCED COURSES (Honors, AP, Dual Credit)

Students who have a strong curiosity about the subject and a willingness to work hard should register for advanced courses. Pre-AP and honors courses are taught using advanced materials and strategies. Because of the intensity of advanced courses, students should expect the pace and academic rigor to be above grade level to prepare students for advanced level coursework. College Board Advanced Placement Courses and Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work.

In order to be successful in advanced courses, students should be task-oriented, proficient readers who are able to organize their time and who have parental/guardian support. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to advanced classes. Outside study time is at least one to two times the amount of time spent in class per week.

Students and parents will be required to sign an advanced course agreement contract before enrolling in advanced level courses.

Core area advanced level prerequisites

Prerequisite (Grades 9 & 10): *Meets Grade Level* on the most recent state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

Prerequisite (Grades 11 & 12): College Readiness percentage score on the most recent state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

General requirements

Students who have not, or are not likely to perform successfully on a state mandated tests may be assigned to a content-specific intervention / enrichment course.

Students will be prescribed courses that promote College and Career readiness as outlined by the Texas Education Agency.

College and University Admissions and Financial Aid

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

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

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

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. During the summer and fall 2020 terms and spring 2021 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 of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 41. for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 67 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses

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 *Southwest Texas Junior College*, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation. Only college courses that can replace existing high school courses can be used for dual credit and included in grade calculation. [See the Course Description Handbook for details.] Various methods for determining eligibility for enrollment in college credit courses will be considered by the school prior to enrollment. These may include, STAAR EOC, TSI, ACT.

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.

Closed Campus

Medina Valley High School is considered a closed campus. ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID.

Students will not be allowed to leave the campus during the school day, except under the following conditions:

- For any person signing a student out of school, a photo ID will be required.
- A parent/guardian must keep Skyward emergency contacts up to date. Students will not be allowed to leave school with someone who is not listed as an emergency contact in Skyward.
- A student who becomes ill will report to the nurse. All others who must leave for some other reason must go to their administrator's office. If it is necessary for the student to go home, proper arrangements will be made and parents will be contacted. Only parents or guardians may sign a student out of school except as indicated above.
- Parents wanting to pick up their child from school during school time must come to the office and sign the student out.
- Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by their administrator.

Students choosing to leave campus without permission will be subject to disciplinary action.

The school day begins at 8:20 a.m. and ends at 4:15 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency 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** on page 95 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 95 for information regarding contact with parents during an emergency.]

Complaints and Concerns

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). A copy of this policy may be obtained in the principal's or superintendent's office or on the district's Web site at www.mvisd.com.

- 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

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as 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.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

- Vangela Churchill - vangela.churchill@mvisd.org
- Amanda Monteiro - amanda.monteiro@mvisd.org
- Katherine Nevarez - kathryn.nevarez@mvisd.org
- John Slaton - john.slaton@mvisd.org

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

DAEP: Placement Term / Behavioral Contract

When a student's misconduct results in a placement to DAEP, as outlined in the Student Code of Conduct, the term of placement shall be determined by the campus principal or designee. Upon completion of the term of placement, students will meet with the Principal or designee the next available school day for return to the main campus. During the return meeting students shall be placed on a Behavioral Contract for 30 school days. While under this contract, students may be reassigned to DAEP for an additional placement for any violation of the Student Code of Conduct. Students assigned to DAEP for misconduct MAY be eligible for a reduction in placement days provided the following guidelines are met: Perfect attendance at DAEP, perfect discipline while in DAEP, successful academic progress. A reduction in placement days is dependent upon review and is not guaranteed. Students who receive a reduced placement will still be placed on a Behavior Contract upon returning to the High School campus.

*Transportation services WILL NOT be provided for students who are assigned to the DAEP program.

Disruption of School Operations

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

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

- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Food or Drink in the Classroom

Food and drinks are prohibited in classrooms unless approved by staff.

Public Displays of Affection (PDA)

Public display of affection on school grounds, in the building, or during school sponsored activities is considered an inappropriate action. Any displays of affection deemed inappropriate by MVHS staff will result in disciplinary action.

Skateboards, Roller skates, etc.

Skateboards, Roller skates, Heelies, and any other recreational wheeled devices are strictly prohibited on MVHS property at all times unless prior, written permission has been obtained from the principal. Such items will be confiscated and further disciplinary actions may apply.

****Note:** Items confiscated more than once from a student will only be released to the parent at the end of the current semester. MVIDS is not responsible for loss or theft of confiscated items.

Revoking Transfers

The superintendent has the right to revoke the transfer of a nonresident student for violating the district's Code.

Violations of Law – Alcohol, Drugs, Tobacco and Weapons

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products (including vaping devices), guns, knives or other weapons on school property, in their vehicle or at any school-related or school-sanctioned activity whether on or off school property. Students should be aware that they will be held responsible for any items found in their possession or in their vehicles and that consequences will be administered for any violations. [See the Student Code of Conduct for information regarding disciplinary consequences.]

Social Events

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

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

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

MVHS faculty and staff who participate in or attend non-school related social events are not expected to monitor or be held responsible for the conduct of Medina Valley students during such events.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

Personal Counseling

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

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 79, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 39.]

Course Credit

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 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 counselor or principal would determine if the student could take an exam for this purpose. If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

When taking an examination to earn credit for a failed course, a student must have received a grade of at least 60 in the course failed.

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 the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window. The dates on which exams are scheduled during the 2020–2021 school year include:

September 1 – 4, 2020	December 1 – 4, 2020
March 17 – 2, 2021	June 7 – 11, 2021

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

A student will earn course credit with a passing score of at least 80 on the exam. Depending on the student’s grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one

chosen by the district (Texas Tech University), the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

** Note: grades achieved from CBE are not included in GPA calculation.

Credit By Exam - Placement Test for World Languages

If a student wishes to be placed in a higher level of a language, the student may take the placement test to be given the within the first two weeks of the new school year. Students may test to be placed from a Level I to a Level II or a Level II to a Level III.

In order to be placed in the next level, the student must earn a grade of 80 on the exam. Credit will only be earned for both classes if the student passes the class in which he/she was placed.

This is **ONLY** a placement test. If a student wishes to earn **CREDIT-BY-EXAM**, please request information from the Counseling Center.”

Dating Violence, Discrimination, Harassment, and Retaliation

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, disability, age, 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: www.mvisd.com]. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;

- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 36]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted.

[See policy FFI (Appendix III)]

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

Distance Learning

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students is Texas Virtual School Network.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 61.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

The District permits high school students to take correspondence courses— by mail or via the internet— for credit toward high school graduation **with written prior approval of the counselor**. No more than two (2) units of high school study may be taken by correspondence. The only acceptable correspondence courses are those from public institutions of higher education approved by the Commissioner. Students are urged to consider correspondence courses only for emergency or enrichment and not as a substitute for residency work.

If the credit is to be counted toward graduation, official grades from correspondence work must be received in the Counseling Center at least two weeks prior to graduation. Students should enroll before October 1st to ensure time to complete coursework. Successful completion of such work is the responsibility of the student and the institution from which the work is scheduled. [For further information, see policy EEJC.]

** Please note that grades achieved through correspondence courses are not included in GPA calculations.

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 Counseling Department.

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, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated a bulletin board as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not

sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated a bulletin board as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming

It is recognized that parents bear primary responsibility for setting standards for their children's dress and grooming. However, because of health and safety factors, because of the influence of dress and grooming on students' attitudes and behavior, and because of the need to prevent disruptive influences and preserve the academic environment of the school, student dress and grooming are proper concerns of teachers and administrators, as well.

Student attire and grooming shall not distract, disrupt, create a safety hazard, or take away from the learning process. Appropriate dress and personal grooming by each student for all school activities shall reflect the high standard of the school District and community and not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgement may reasonably be expected to cause disruption of or interference with normal school operations.

Medina Valley students will use the following standards when dressing for school:

General Requirements

- All clothing will fit properly.
- Clothing will be clean with no rips or tears above the knee.
- Clothing will be non-revealing and exhibit modesty in styling.
- Undergarments must be worn appropriately and not be visible.
- Students will practice personal hygiene.
- Visible tattoos and/or body piercing are not allowed.

- Students may not wear clothing that advertises drugs, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane or vulgar statements or signs/symbols. This includes depiction of weapons, scenes of grotesque violence, or images of death.

At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. **The final determination of acceptable dress and grooming rests with the campus principal.**

To assist the student and parent with choosing school attire, the following are standards of dress:

Shirts

- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. No spaghetti straps or tank tops are allowed.
- All shirts must extend below the waistline. Plain white t-shirts may not be worn except as an undershirt. Additionally, if any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc. the principal reserves the right to impose a restriction of that item.

Pants/Shorts/Skirts/Dresses

- Full-length jeans, pants, and capris are to be worn at the waistline.
- Pants that sag or are worn below the waistline will not be allowed.
- Shorts are acceptable provided they are worn at the waistline and extend at least mid-thigh.
- Skirts and dresses must be knee length or longer.
- Tights or leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

Shoes

- Shoes must be worn.
- House shoes, shower shoes, flip-flops or slippers may not be worn.
- Shoes should be appropriate for PE and playground.

Hair

- Hair should be well-groomed.
- Must be a natural color, with no unusually shaved areas including designs shaved into the hair. Mohawks are not permitted.
- Hair must not cover the eyes. (Continually sweeping to the side is not acceptable.)

Accessories

- Body piercings are not permitted. Ear piercings are allowed for females only.
- Gauges are not permitted.
- Makeup is prohibited. Exceptions may be made at the discretion of the campus principal.

- Bandanas are prohibited. Exceptions may be made at the discretion of the campus principal.
- Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.

Violations

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity, may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

Dress for Special Occasion Day(s)

The principal has the authority to allow all or part of the student body to vary from dress code and establish a particular mode of attire for special occasion days or for particular school- sponsored or school-related activities.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off and **out of sight** during the instructional day, including during all testing, unless they are being used for *prior* Administration-approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 104.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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 (for any purpose)/displays a telecommunications device (including a smart watch) without authorization during the school day, the device will be confiscated.

- Upon confiscation, the student may retrieve the confiscated phone at the end of the student’s school day by paying an administrative fee of \$15.00 *or* choosing, prior to release of the phone, to be assigned to Saturday School.

- Refusing to relinquish a telecommunications device to MVHS personnel will constitute additional disciplinary consequences.

The use of telecommunication devices during the administration of assessments may result in elevated disciplinary consequences.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 100 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.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to *possess or use* personal electronic devices such as MP3 players, iPods, iPads, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office.

Students may not use, wear, or display headphones, earbuds, etc, during the school day. Such items will be confiscated. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device. Students may report such loss/theft to the School Resource Officer.

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.

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using District computers is not private and may be monitored by District staff. [For additional information, see policy CQ.]

Use of private computers on campus requires prior *written* permission from the principal.

District Responsibilities:

Medina Valley ISD has technology protection measures installed for all computers in the school district. These measures block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act and as determined by the Superintendent or designee.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 67 and **Standardized Testing** on page 97.]

English Learners

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student’s parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 97, **Error! Bookmark not defined.**, may be administered to an English learner up to grade 5. In limited circumstances, a

student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships; participation, however, is a privilege, not a right.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 105 **Error! Bookmark not defined.**]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition [FM Local]. 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.
- Students are responsible for all work missed. Students should conference with teacher before extra-curricular absence in order to stay on pace with the class.
- Students with excessive absences (more than 10%) in any course or courses will require administrative approval before they may participate.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council, National Honor Society.

In order to obtain the best possible student leadership, and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty members before consideration for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approval is:

- Scholarship
- Citizenship
- Dependability
- Cooperation
- Conduct

Causes for disqualification

Students seeking or holding class, student council, or club office or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons:

- Suspension from school
- Failure to comply with the Student Code of Conduct
- Lack of cooperation with sponsors

- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Final decision rests with a disqualification committee consisting of no less than the sponsor, an administrator and one of the student's teachers.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or 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, etc.
- 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 will cost **\$20**; (see: Vehicles on campus for additional information.)
- Initial I.D. cards are provided free, however, lost or damaged ID cards will be replaced at the student's expense.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 105.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

FLEX Year:

A School district may modify its school calendar up to ten days to meet the needs of students who have not, or are not likely to perform successfully on a state mandated tests (TEC), §39.023, or who would not otherwise be promoted to the next grade level.

Students who continue to meet state mandated testing standards in 2020-21 may expect an additional bonus in the Spring semester and at the end of this school year; all who qualify will receive three Flex holidays and finish the school year early. To be awarded these days off, students must:

- Take and pass all required state mandated tests.
- Meet all requirements for promotion to the next grade level.
- Meet the 90% attendance requirement established by the State of Texas.

This incentive is possible through a modification of the High School's instructional calendar to provide what is known as a flexible year program. (See Appendix I). Our flexible year program helps students prepare for and pass the state mandated tests. Students required to participate in this program may attend state mandated test remediation classes and they will attend a full calendar, including the mandatory Flex-Day classes. Students assigned to the longer school year calendar will spend their final days learning strategies dedicated to helping them overcome any individual testing difficulties and taking final exams. The hope is that when they take subsequent state mandated tests, these students will be better prepared as a result of the additional days, intensive instruction, and individualized attention (see Appendix I).

Track 1 privileges may be revoked based on behavior, grades, or attendance; parents are strongly encouraged to participate in quality parent/school communication.

Students who take and pass all state mandated tests are exempt from all Spring Semester Finals. Students assigned to TRACK 1 **may** take final exams if arrangements are made with individual teachers prior to May 21, 2021. All grades are final and cannot be dropped after the student agrees to take the exam.

Note:

- Students on Track 2 will attend regular school days on the following Flex-Days: April 1, April 16, and April 30.
- All days listed on the Track/Calendar 2 (long calendar) are regular days of school for which all state compulsory (truancy) and attendance for credit laws apply.
- Students assigned to a Disciplinary Alternative Education Placement will remain on Track/Calendar 2 for the duration of the term as prescribed by administration.

*Students taking state assessments will have the opportunity to change attendance TRACKS when results are available.

Medina Valley Fall Semester Exam Exemption Policy

Students in grades 9-12 **may** be eligible for fall semester examination exemptions based on attendance, grades, and conduct. Specific information on the administrator-approved criteria will be distributed the first weeks of the fall semester.

Fundraising

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.]

An application for permission must be made to the principal's office by August 30, 2020 for fall semester fundraisers and by December 6, 2020, for spring semester events. An application for permission must be made to the principal's office by August 31, 2020 for fall semester fundraisers and by December 7, 2020, for spring semester events. Administrative regulations shall address student fundraising plans, approval of fundraising activities, and any required reporting on fundraisers by campus administrators.

With at least one employee managing each project, students representing their school or the District may participate in approved fundraising to benefit the District or a non-school, charitable organization. Participation shall be voluntary and shall be approved only when the fundraising activity relates to the District's educational mission.

Fundraising shall not be permitted during class time. [See EC]

Fundraising through sales of foods and beverages that could be consumed during the school day shall meet the requirements for competitive foods unless the District allows an exception from the competitive food requirement, as permitted by state and federal law. [See CO and FFA]

Gang-Free Zones

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

Grade-Level Classification

After the ninth grade, students are classified according to the number of credits earned toward graduation. Students entering the 9th grade will be required to meet the following credit criteria to move to a higher grade classification.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
18	Grade 12 (Senior)
26	Graduate

Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;

- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence will also be addressed.

At MVISD, we strive for all of our students to master the concepts taught. Mastery of concepts requires the full participation of the teachers and students. Since students learn at different rates and in different ways, teachers are expected to use a variety of methods in delivering instruction and assessing student progress. The teacher shall determine mastery through formal and informal testing, observations, projects, and other assigned work. Following assessment, the teacher shall re-teach the concept(s) not mastered. The re-teaching and/or re-testing of concepts not mastered (grade below 70) the first time will be expected for major assignments and assessments. After re-teaching, the student will be reassessed and the new grade of 70 will be posted if the student successfully masters the essential knowledge and skills on the assignment with a 70 or better. If after re-teaching and re-assessment the student's grade is still below a 70, the higher of the two grades will be recorded.

Secondary Grades

Secondary teachers shall use a variety of assessment measures in order to determine academic progress in content areas. Teachers are reminded that departmentalization often requires students to prepare for several tests or major assignments on the same day. Cooperation among departments and or teams in assigning major projects or scheduling major tests is the responsibility of the campus principal. Each teacher shall keep on file a copy of each test given. Documentation of mastery or non-mastery shall be kept as directed by the campus principal, department chairs/teams leaders and teachers. The following guidelines will provide consistency throughout the secondary grades while still allowing professional discretion in assessing student progress:

- A minimum of 10 grades will be used to calculate a six weeks grade. At least 3 grades will be posted prior to each 3 week progress report.
- No single assignment or test may count for more than 25% of the total grade.
- No more than 40% of the student's six weeks grade may be derived from any one of the following categories: homework, class-work, exams/major projects.
- A six weeks exam or its equivalent shall be given each six weeks period.
- One or more essay-type question shall be included on major tests in all courses.

Exceptions

- Advanced courses may have up to 50% of the grade determined by testing and a minimum of three grades per progress period (every three weeks). **See page 30 for additional information.**
- Dual Credit courses will use the college course syllabus and grading procedures.

Semester and Course Grades

- Credit will be awarded if a student earns a passing grade (70+) for a semester.
- If a student fails one but passes the other semester of a course and the overall average is 70 or above, the student will receive full credit for the course.
- Numerical grades will be used on report cards. The letter equivalent of these scores are:

- 90-100 A
- 80-89 B
- 75-79 C
- 70-74 D
- 69-or Below F

Academic Honesty

Academic honesty is a matter of integrity and is essential to the development of character. Academic Dishonesty will result in academic consequences as described in the teacher’s administratively approved course syllabus. A documented parent contact will be made to inform the parent in such a case.

Repeating a Course for Credit

Students who fail a yearly course shall recover their credit for the semester in which they failed. Semester grades from credit recovery programs such as night school, summer school, or correspondence/distance learning/online courses will not be used in combination with another failed semester grade to achieve a passing average.

Students desiring to repeat a failed course must obtain permission from the counselor.

Upon completion of the repeated course, the grade earned through night school, summer school, or correspondence school/distance learning/online courses will be added onto the Academic Achievement Record (transcript).

(EIC LOCAL states: The calculation of class rank shall exclude grades earned in distance learning courses; local credit courses; nonaccredited instructional settings; or through credit by examination, with or without prior instruction.)

Core Area Enrichment Classes

Students who do not meet the passing standard on state mandated assessments may be required to take an enrichment class the following year in addition to their regular core classes.

[See **Report Cards/Progress Reports and Conferences** on page 94 for additional information on grading guidelines.]

Graduation

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score on the EOC assessments to graduate will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced 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 two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. Students graduating as a result of an individual graduation committee decision will not be eligible to participate in commencement ceremonies.

[See **Standardized Testing** on page 102.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 70.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who 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 his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses: Technology</i>	1	1
<i>Locally required courses: Speech</i>	.5	.5

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Electives	3.5	5.5
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. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two 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.

Personal Graduation Plans for Students Under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student’s personal graduation plan will outline an appropriate course sequence based on the student’s choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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 who only completed all coursework are NO LONGER eligible to participate in the commencement ceremony and other graduation events.

Three Year Graduates

Students may graduate at the end of three years of high school IF:

- The student completes all course work and exit level testing required of the ninth grade class in which he/she begins high school; and
- A written application is placed on file with the counselor within the first four weeks of the school year in which the graduation requirements will be met.
- Earn the remaining state graduation requirements from an institution offering the correspondence course (The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education) by May 1st of the school year in which the student intends to graduate.

Mid-Term Senior Graduation

Mid-term senior graduation is allowed through specific campus intervention procedures; however, participation in the commencement ceremony will be forfeited.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. 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 may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]
- Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may be allowed to participate in the graduation ceremony and related graduation activities.
- The following students and student groups shall be recognized at graduation ceremonies:
 - Have earned a cumulative GPA of 4.0 or above;
 - Have completed the Advanced/Distinguished Achievement Program regardless of GPA;
 - Have completed the Recommended Program with a GPA of 3.8 or above; or Have completed the foundation program with at least one endorsement with a GPA of 3.8 or above.

[See the board policy [EIC\(LOCAL\)](#) for more information.]

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.]

[For student speakers at other school events, see **Student Speakers** on page 104.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 63.]

Please Note:

- Participation in the graduation ceremony may be denied if the student has excessive absences or trancies in any or all courses as determined by the Attendance Committee and the high school principal.
- Students who are enrolled in select academic programs may not be eligible to participate in the graduation ceremony. Please see your counselor for details.
- Strict dress code adherence is required for graduation ceremony; please see your counselor or an administrator if you have concerns relating to compliance with this requirement.

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 and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

Hazing

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 36 and policies FFI and FNCC for more information.]

Health—Physical and Mental

A Registered Nurse will be available to assist students who become ill or injured at school and to conduct various screenings as required by state law. In the event the Registered Nurse is not immediately available; other school personnel will assist students as needed.

Parents are encouraged NOT to send their students to school when they are ill; however, students should attend school every day possible. Students with a temperature of 100 degrees or greater, a SpO2 of 92% or less, those with vomiting and/or diarrhea who may be contagious, or those with communicable diseases (including head-lice) are NOT allowed to attend school. Parents of a student with a communicable or contagious disease should phone the school nurse so that other students who might have been exposed to the disease can be alerted, if necessary. Students should be free of fever, vomiting, and diarrhea for 24 hours before returning to school. A Texas Department of Health Communicable Disease Chart is available in the school nurse's office. Further information may be found at policy FFAD.

Students should notify a teacher, nurse or another adult if they become ill or injured at school to insure the appropriate medical attention is given. Students are well supervised at all times, but accidents do occur at school just as they do at home. School nurses provide first aid only and are unable to diagnose illness.

Please be prepared to take your student home should he/she become ill or injured during the school day. Please make arrangements to have someone pick-up your child within 30 minutes of the school calling you. Students who become ill or injured at school shall check out of school through the nurse's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent and the Front Entrance Receptionist. Parents will need to sign these students out at the nurse's office or the front office. Students who transport themselves to and from school, that become ill or injured, will only be allowed to transport themselves home if a parent, guardian, or a contact person on their emergency form can be reached by telephone; and permission is received for them to transport themselves home.

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Family Access by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Family Access during the school year and notify the Nurse that change has been made

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever of 100 degrees or more, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and if the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;

- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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.

As noted at **Bacterial Meningitis** on page 82, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

According to Title 25 Health Services, §§97.61-97.72 of the Texas Administrative Code, every child in the state shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the following immunization schedule:

Pre-K

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	4 doses
Polio	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose on or after 1st birthday
Hepatitis B	3 doses
Varicella**	1 dose on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday
HIB	1 dose after 15 months or a completed series
Pneumococcal (PCV7 or Prevnar)	1 dose after 1st birthday or a completed series with one dose after 1st birthday

Kindergarten and 1st

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday Both MUST be MMR

Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday

2nd- 6th Grade

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday*
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

* For students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. Td is acceptable in lieu of Tdap if a contraindication to Pertussis exists.

**Documentation of previous chickenpox illness may substitute for vaccination.

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and 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 student will need to be evaluated by the school nurse and be found free of lice to return to school. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The District will provide notice to parents of the students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids,

or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the **elementary level**, a 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. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the **secondary level**, a student may possess and apply sunscreen when necessary. If the 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.

MVISD Medication and Medical Procedure Protocols

In the best interest of safety concerning medication & medical procedures, the following protocols will be followed:

- Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
- The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher's aides, or any other classified person employed by a school district.
- Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse's office. **If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.**
- Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills necessary to self-administer may be permitted to use prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or

principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.

- Medication shall be kept in the nurse's office in a locked cabinet or drawer that is not easily accessible to others.
- Medication from outside the United States will not be administered.
- Natural or homeopathic medication and/or treatments will not be administered.

Prescription Medications

- Prescription medication must be in the original container with the proper label.
- Prescription medication must have a written parental permission.
- If prescription medication is to be given for more than 10 days, a physician's permission and a parental permission form must be on file.

Non-Prescription Medications

- Non-prescription medications must be in the original container with the proper labeling.
- Non-prescription medications must have a written parental permission.
- The parent may send non-prescription medication one time during the school year with a written parental permission. This parental note will be honored for 5 days from the date it is received. Any further administering of this same medication at any time throughout the school year will require a physician's permission form.

As Needed Medication

- If medication, prescription or non-prescription, is to be kept in the nurse's office and administered "as needed"; the requirements for prescription & non-prescription medications apply.

Medical Procedures

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse's office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.
- It is the responsibility of the student to report to the nurse's office to take his/her medicine.
- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.
- The school nurse or a designated representative may provide and administer:

- Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
- Benadryl (or generic antihistamine) if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
- Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified under **Non-Prescription Medications**. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 84.

Mental Health Support

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
 - If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: <https://www.dshs.texas.gov/transition/mhsa.aspx>
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
 - The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to

suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor, social worker, or school nurse, for more information related to services available in the area.

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.

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14. **Error! Bookmark not defined.** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 48
- for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 84 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 85 for board-adopted policies and administrative procedures that promote student health.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide](#)

[Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the **National Suicide Prevention Lifeline** at 1-800-273-8255.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFAC for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14 **Error! Bookmark not defined.** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 48 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 84, **Error! Bookmark not defined.** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 85 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](#) (CDC), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 74.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. All students must complete a Food Allergy Form each school year. Additionally, Child Nutrition will provide Special Diet meals to all students who submit Medical Documentation explaining food restrictions or requirements.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed with the Health Services Coordinator or with the Campus Nurse.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.

[See **Celebrations** on page 38 and policy FFAF for more information.]

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited

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.

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

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The Campus nurse at (830) 931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).
- The Campus school counselor at (830)931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).

- The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, Patricia Mechler or Bexar County Health Department may be contacted at 210-335-2011.
- The local mental health authority, Hill Country MHDD, which may be contacted at 512-558-2006, *Corporate Office*.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://policyonline.tasb.org/home/index/883>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district will provide supplies, clothing, instructional materials, and other support services to assist highly mobile and at-risk students. The district will provide opportunities for students to listen to motivational speakers and to meet quarterly with student support teams. Social Workers will be available to provide training on various mental health and other hot topics to our secondary staff members.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact **Gabriel Cary** at gabriel.cary@mvisd.org for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from **Tina Schmelzer**, Health Coordinator.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 18 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Tina Schmelzer with questions about the content or implementation of the district's wellness policy and plan.

Homework

Homework will be assigned in each course. The number and frequency of these assignments shall be determined by the teacher. Homework is independent practice designed to reinforce skills already learned. Independent research projects or papers may be assigned in lieu of or in addition to homework.

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. Students who repeatedly fail to complete assignments may receive an academic referral and/or assignment to Saturday school.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy FL(LEGAL) for more information.]

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school will require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

For students in high school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call to the parent for verification will also be made prior to the release of the student. A phone call received from the parent may be accepted, but the school will still require a note to be submitted for documentation purposes and for the absence to be excused. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Failure to sign out and in may result in disciplinary consequences. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf with approval from administration. Documentation regarding the reason for the absence will be required. Even if a student is 18 or an emancipated minor, he/she may not sign out for lunch.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school with proper documentation and administrative approval. Documentation regarding the reason for the absence will be required.

During Lunch

Medina Valley High School is a closed campus. No students will be allowed to leave the campus during lunch. Students who violate this policy will be assigned disciplinary consequences. Parents are not permitted to call to release students from campus for lunch. Parents, if they wish to, may come to the school and check out their student for lunch, provided the student returns prior to the beginning of the next class period. MVHS does not allow delivery of food to the school during the lunch period either by parents or a food delivery service. See VISITORS TO THE SCHOOL on page 82 for additional information.

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.

Recurring Early Releases

Junior/Senior Work Release. The Diversified Career Preparation (DCP) program is open to 11th and 12th grade students who have completed a minimum of one Career and Technology Education course that leads to employment in a particular area. Students can earn up to three credits annually towards graduation in this program. Please consult the course description book for further requirements and information on this program. Students can be released from one to three periods as scheduled by the counseling office and approved by the DCP instructor. DCP students are required to sign in/out with the Front Entrance Receptionist. DCP students remaining on campus once they have signed out for the day will be considered loitering and may receive disciplinary consequences.

Late In/Early Out. Seniors enrolled in applicable courses may be eligible to arrive late or leave early from either first period and/or last period during certain designated days of the school week. The schedule will be determined by the appropriate teacher. Students enrolled in these courses must meet with their teacher according to a schedule established by the teacher.

To be eligible, Seniors must meet the following criteria:

- Be enrolled in an applicable course
- Be on track to graduate
- Be in compliance with the state 90% attendance rule
- Must have passed all portions of the state mandated assessments
- Students who fail to adhere to all course guidelines may be subject to removal from the course or have early-in/late-out privileges revoked.

Seniors do not automatically qualify, but must first obtain the following:

- Counselor permission and enrollment in the course
- Written parent permission
- Must be able to leave campus (drive or have transportation – No loitering)
- Must maintain grades
- Must maintain attendance (Comply with Compulsory Attendance Laws)
- May not transport other students without prior, approved written permission from BOTH parents

College Release. A senior who would like to accelerate his/her college career may, upon request of the parent or student (if 18 or older), request additional release periods by meeting the above requirement and by providing proof of enrollment in a three (3) hour college course – not including Medina Valley sponsored dual credit enrollment. It may be possible to obtain high school credit for some of the college courses taken. Seek counselor guidance first.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 33.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

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.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Dwight McHazlett, Assistant Superintendent of Curriculum, Instruction, and Student Services. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Stephanie Keller-Perkins, Director of Special Education

8449 FM 471 South
Castroville, TX 78009
830-931-2243 ext. 1180

All other concerns regarding discrimination: See the superintendent or Human Resources Director 8449

FM 471 South
Castroville, TX 78009
830-931-2243 ext. 1107[See policies FB(LOCAL) and FFH(LOCAL).]

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement

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 on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 48.]
- 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 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 94.]
- Becoming a school volunteer. [See **Volunteers** on page 110 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *Booster clubs*
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact the campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 82 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the Third Monday of each month at 6:30 p.m. at the location named in the Public Notice. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com. [See policies BE and BED for more information.]

Parking and Parking Permits

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 \$20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Parking Permit fees will NOT be prorated if purchased at any time during the school year. Students found to be parking without a pass may receive disciplinary action as prescribed by an administrator.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Students are to park in the assigned student parking area. No cars are to be parked elsewhere on campus.
- No students are allowed to park at the Administration Annex or at the Performing Arts Center.
- Permits must be displayed at all times.
- Students are to leave their cars and the parking area as soon as they have parked. Students may not return to their vehicle at any time during the school day without obtaining a pass from the office.
- Students must enter and exit the campus thru the main entrance (near the MVHS marquee) unless otherwise directed by MVHS staff.

Students who violate the parking rules risk having their parking privileges taken away, vehicle towed at owner's expense, or other disciplinary action as prescribed by an administrator.

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 19.]

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

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:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 65.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 67 and **Standardized Testing** on page 102.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

Release of Students from School

[See **Leaving Campus** on page 87.]

Report Cards/Progress Reports and Conferences

Report cards with each student’s performance and absences in each class or subject are issued at least once every 6 weeks via SkyWard Family Access.

Student’s grades or performance in each class or subject are available at any time to parents through the Skyward Family Access link on the MVISD home page or by written request. At the end of the first three

weeks of a grading period, parents will receive a progress report via Skyward Family Access, if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. Students who receive failing grades in a class or subject may receive an unsatisfactory progress report or an academic referral stating whether tutorials or assignment to Saturday school is required. Parents should schedule a conference with the teacher of that class or subject. [See **Working Together** ⁹² for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 65 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

Safety

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:

- Display/wear their current year student I.D. above the waist and in full view at all times. (Failure to comply will result in disciplinary consequences.) A student's initial ID is provided by the school at no charge. Replacement IDs manufactured by MVHS will cost \$5.00.
- 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.
- 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 at www.mvisd.com.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Crisis Management Plan

Medina Valley ISD has created a Crisis Management Plan to enable staff members to know the proper steps to take during a crisis situation. The plan covers a variety of emergency situations. Accidents, fire/explosions, deaths, hostage situations and kidnapping are just some of the situations addressed.

This plan is intended for use as a practical outline of what to do in the event of these emergencies. The Crisis Management Plan can do nothing to prevent or predict a crisis. If used properly, it may help the district manage the situation and bring about a swift resolution. Each principal is allowed to add contacts, phone numbers and evacuation points for their schools.

Principals review and update their crisis management plans annually as part of the campus improvement planning process. The central office maintains copies of each school's Emergency Procedures.

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.

Fire Drill and Evacuation Bells

- Fire Alarm sounds prompting students to exit the building.
- Campus staff escorts the students to designated safety zones
- Announcement via PA system “return to the building”

Tornado Drill Bells

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Tornado Drill and Lock-down Bells

- An administrator or designee announces severe weather/lock-down alert over the school public address system or through another appropriate method established by the crisis management team.
- Students move quietly but quickly to the designated locations, under the direction of school personnel and await further instructions.

Internet Safety

Medina Valley High School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[For more information, see policy CQ (LEGAL/LOCAL).]

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR 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 certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security’s Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

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:

www.mvisd.com

Social Media

Radio Stations

Television Stations

WOAI

Channel 4

Y100

Channel 5

KKYX

Channel 12

[See **Communications-Automated, Emergency** on page 45.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 102.]

School Facilities

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria
- Courtyard
- Students must have a written pass from MVHS staff to enter other buildings. The following areas are open to students after school, beginning at 4:15 p.m.
- Parent pick-up area: Sidewalk near main building entrance.

- Students must have a written pass from MVHS staff to enter other buildings.
- Students are not permitted to loiter on campus while waiting for late evening school events.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Tommy Ellison at (830)931-2243.

Food and Nutrition Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See <https://www.myschoolapps.com> to apply for free or reduced-price meal services.

The campus Cafeteria Manager also has meal application forms available in the cafeteria. Applications **MUST** be renewed yearly unless you are notified by MVISD's Child Nutrition Department that you received prior approval through another state program. Applications from last year expire after the first 30 days of the new school year or on **Tuesday, October 13th, 2020**.

There is a "NO CHARGE POLICY." If a student does not bring a lunch or money for meals, the cafeteria may allow the student to charge up to three meals. If the student continues to charge and if charges become excessive, the District may notify Child Protective Services that the guardian is neglecting to provide for the nutritional needs of the child.

Regarding snack foods being served or sold on school premises during the school day, the District follows the federal and state program, *Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010*. [For more information, see policy CO(LEGAL).] Students may not bring these foods into the cafeteria (exception: foods of minimal nutritional value as part of the student's sack lunch) nor share ANY food with other students. ANYONE PROVIDING ANY FOOD ON CAMPUS DURING THE SCHOOL DAY MUST COMPLY WITH THE LAWS REGULATING THE CHILD NUTRITION PROGRAM AND THE GUIDELINES SET FORTH IN THE DISTRICT'S WELLNESS POLICY. Contact Child Nutrition (ext. 1154) or the campus Cafeteria Manager for more information.

[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.

Breakfast costs are \$1.50 for students and \$2.15 for adults. Lunch costs are \$2.80 for students and \$3.60 for adults. The reduced price is \$.30 for breakfast and \$.40 for lunch.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to 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 Tommy Ellison at (830)931-2243.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to 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.

Use of Hallways during Class Time

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:45 a.m.

- *Cafeteria*
- *Courtyard*

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 56 and policy FNF(LEGAL) for more information.]

Trained Dogs

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

Students Rights and Responsibilities: Investigations and searches (see FNF Local policy at [https://policyonline.tasb.org/Policy/Download/883?filename=FNF\(LOCAL\).pdf](https://policyonline.tasb.org/Policy/Download/883?filename=FNF(LOCAL).pdf)]

NOTE: STUDENTS WILL BE HELD RESPONSIBLE FOR ANYTHING FOUND IN THEIR LOCKERS, PURSES, AUTOMOBILES, GYM OR BOOK BAGS, OR ANY OTHER PROPERTY IN PERSONAL POSSESSION AND THAT EXPULSION WILL BE CONSIDERED FOR ANY STUDENT CAUGHT IN POSSESSION OF ANY AMOUNT OF ILLICIT SUBSTANCE.

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact their child's counselor.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the campus or person listed below to learn about campus support services. This system links students to a variety of support options, including possible referral for a special education evaluation. Students having difficulty in the regular classroom will first be offered tutorial, compensatory, and other academic or behavior support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Stephanie Keller-Perkins, Director of Special Education at 830-931-2243 ext. 1180.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL)]

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.

The ACT or SAT may allow fee waivers to students who qualify based on the availability of waivers. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselors for details.

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 freshmen-level 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.

In addition, eleventh grade students will take the ASVAB (Armed Services Vocational Aptitude Battery) scheduled for Fall 2020. Results of testing will be available to parents and students in March.

- Testing dates, PSAT: 10/14/2020 Testing dates, ASVAB: 11/18/2020
- Testing dates, ACT: 9/12/2020, 10/6/2020 (District), 10/24/2020, 2/6/2021, 4/17/2021.

STAAR (State of Texas Assessments of Academic Readiness)

State Assessments

- Students who do not pass all areas of their assigned state assessments will not be able to enroll in the school's work, late in, or early out programs, unless otherwise determined by an Annual Review and Dismissal committee.
- Students who do not pass all areas of their assigned state assessments will not be permitted to attend school field trips without administrative approval.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 67.]

Students in 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).

For additional information, please contact the MVISD Foster Care Liaison, Liz Madrigales, in the Federal Programs Department, who has been designated as the district's liaison for children in the conservatorship of the state at (830) 931-2243, with any questions.

[See **Students in the Conservatorship of the State** on page 25.]

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Liz Madrigales*, at 830-931-2243.

[See **A Student Who is Homeless** on page 26.]

Student Speakers

The district provides students the opportunity to introduce the following school events: high school football games, opening announcements, greetings for the school day, scholarship and awards ceremonies, or any extracurricular or co-curricular event and any other appropriate award ceremony approved by the Superintendent. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 67 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School

Medina Valley High School does not offer summer school. Students should visit with academic counselors for more information. (See EIE local policy regarding retention).

Tardies

A student who is tardy to class may be assigned a disciplinary consequence for a single offense. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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.

Dual Credit courses

Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work. As with other college requirements, students may need to purchase Dual Credit college textbooks as described in the course syllabus.

Transfers

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 36, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 105.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Further information may be obtained by calling the Transportation Department at (830) 931-2243 ext. 4500. See the Student Code of Conduct for provisions regarding transportation to the Disciplinary Alternative Education Program.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-931-2243 ext. 4500.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.

- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

- Do not push or shove
- Wait until the door opens before approaching the bus.
- Use handrails and steps.
- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

Seat Belt policy (on buses equipped with them)

- Refusal to wear your seat belt consequences.
 - 1st offense - 10 day bus suspension
 - 2nd offense - removal from bus for the remainder of the year.
- Removing your seat belt while in route consequences
 - 1st offense - Written reprimand and parent call.
 - 2nd offense --3 day bus suspension

- 3rd offense --5 day suspension
- 4th offense 1--10 day suspension
- 5th offense --Removal for remainder of the school year

Conduct on the bus

- Remain seated at all times
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.
- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate removal:

1st offense 10 day suspension

2nd offense removal for remainder of the year

- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.
- Retaliation against the driver, monitor or any students on or off school property

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

The following minimum consequences will be administered for violations:

- 1st referral-- Written reprimand
- 2nd referral--Written reprimand & parent call
- 3rd referral--Parent call-final warning before bus suspension
- 4th referral--3 day bus suspension
- 5th referral--5 day suspension
- 6th referral--10 day suspension
- 7th referral--Removal for remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Stephanie Keller-Perkins, who the district has designated to coordinate the implementation of and compliance with this law.

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms 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 will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On High School Career Day, 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

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 Jason Migura, Human Resources, or more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration

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. Opportunities for registration for eligible students will also be provided through Social Studies classes in each semester.

Withdrawing from School

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; 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 English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD 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 October 9, 2017.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

- Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

- Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.



"Every Child Deserves a Champion"

Construction Update

July 20, 2020

High School Addition #2

(\$9.14 MM)

- Substantial completion reached.
- Finishing punch list items.
- Cleaning of building and floor waxing complete
- Furniture installed
- Available to Teachers on August 3rd

High School Addition #2

Bus Loading/Unloading Area



High School Addition #2

South End of Building



High School Addition #2

South Corridor



High School Addition #2

Interior Corridor Offices



High School Addition #2

Typical Classroom



High School Addition #2

Science Lab



High School Addition #2

Restrooms



High School Addition #2

New Entry Signage



High School Addition #2

Stadium Signage



Existing High School H.S. Security Vestibule



Existing High School

Additional Entry to Courtyard



Fine Arts Addition

(\$2.04 MM)

- Includes:
 - Dance Studio
 - Scene Shop Expansion
 - Locker Rooms/Restrooms
 - Office
 - Storage
 - Loading Area

Fine Arts Expansion Schematic



Fine Arts Addition

(\$2.04 MM)

- Utility relocation complete
- Excavation complete
- Pouring of Piers complete
- Underfloor utilities in progress
- Pouring of underfloor mudslab
- Foundation forming begins this week
- Target Completion Date → December 31, 2020

Fine Arts Addition (Looking South)



Ladera Elementary

(\$27.8 MM)



Ladera Elementary

- Framing of interior stud walls
- MEP hanger installation in progress
- Truss Erections in cafeteria & gym areas
- Installation of roof panels ongoing
- Exterior block walls are complete in 3 of 5 areas
- Damp-proofing has begun on exterior walls
- Installation of interior block walls ongoing
- Plumbing & Electrical stub outs in progress
- Retaining wall installation in progress

Ladera Elementary

(Aerial View)



Ladera Elementary (Cafeteria & Gym Trusses)



Ladera Elementary (Cafeteria & Gym Trusses)



Ladera Elementary

Metal Stud Walls (Area C)



Ladera Elementary

Interior Block Wall (Area B)



Ladera Elementary

MEP Hanger Installation (Area A)



Ladera Elementary



Target Completion Date → April 30, 2021

MVISD Health Services Summary Report

SY 2019-2020

Health Services Staffing

*NASN (National Association of School Nurses) recommends **1 RN per 750 students**.

Elementary Health Clerks work 4 hours/day, Monday through Friday.

LVN for HS/MS are full time positions.

LVN split between both Middle school campuses is full time and a Health Clerk assists 4 hours/day with MS on opposite days the LVN is not there.

District Health Coordinator and High School RN is a Dual-Role Position.

Saturday school is a volunteer basis and has been worked by our HS LVN and the District Health Coordinator.

Health Services Coordinator	Tina Schmelzer, RN
Castroville Elementary	Nurse Kim Clark, RN
LaCoste Elementary	Nurse Sandra Sandoval, RN Health Clerk Cynthia McCulley
Potranco Elementary	Nurse Christie Langley Neuman, RN Health Clerk Leticia Ramirez
Luckey Ranch Elementary	Nurse Gracia Riojas, RN
Middle School	Nurse Mary Keil, RN
Loma Alta Middle School	Nurse Erin Pedroza, RN
MS/Loma Alta	LVN Amanda Valero and Health Clerk Maria Clavey
HS	Tina Schmelzer, RN Rhonda Brast, LVN

Student Visits to Nurse's Office

41,074 students visited the nurse's office during the 2019-2020 school year.

Nurses gave out a total of **16,556** medications this year, including inhalers and nebulizer treatments.

Daily office visits averaged 41 per day across campuses. However, visits can double that number depending on flu season, student health issues or other circulating illnesses.

There were 12 Student calls for EMS, 1 Employee Call, and 1 Visitor call.

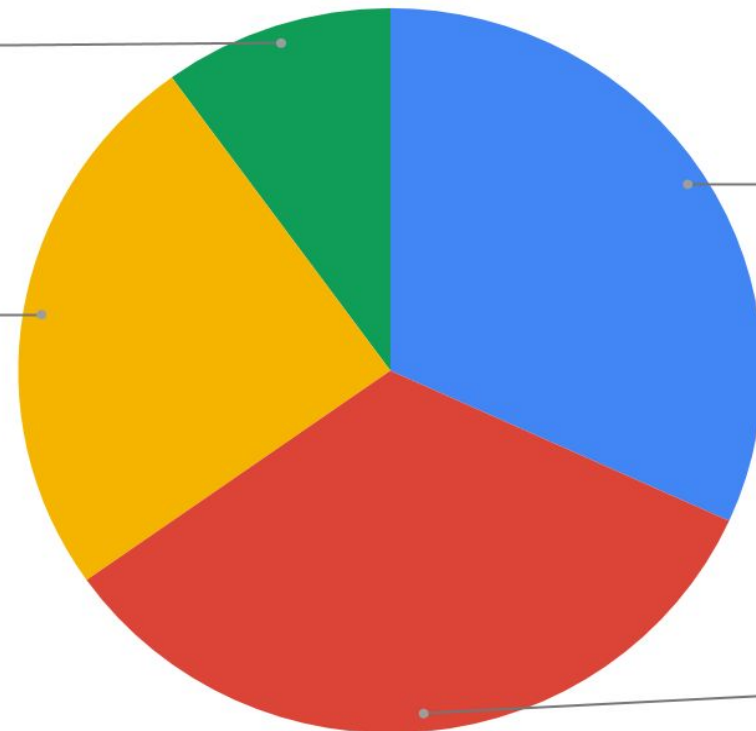
Points scored

Other Issues
10.0%

Medications
24.8%

Injuries
31.8%

Illnesses
334 33.4%



Screenings are Critical to Student Success

MV Nurses performed **8604** screenings this year.

Nurses play a critical role in student academic success by performing these screenings and follow ups.

Screening Reports - Hearing/Vision, Scoliosis and Acanthosis

Hearing screenings: 3,063 students were screened/ 52 referred

Vision screenings: 3,029 students were screened/ 225 referred

Scoliosis screenings: 678 screened/14 referred

Acanthosis nigricans: 1,834 students screened/59 referred.

*For failed testing, nurses refer students to their physician and follow up as necessary. This is an ongoing process throughout the school year.

Immunization Report

100% of MVISD students without exemptions were compliant and up to date on their vaccines on the December Annual State Report.

MV students with Vaccine Waivers included 22 Conscientious and 7 Medical Waivers.

*Waivers are updated every year for Medical Exemptions and every 2 years for Conscientious Exemptions. State reporting was made for Varicella disease as a single case this year as required with any reportable disease. (ex: varicella, measles, mumps, pertussis).

SHAC REPORT

The MVISD School Health Advisory Council held quarterly meetings.

The Council met on the following dates and agendas/minutes are available on the District website under SHAC.

September 25, 2019

November 20, 2019

February 19, 2020

April 22, 2020 Cancelled due to Covid19

May 27th, 2020 Virtual Meeting via WebEx

SHAC PRESENTATIONS (Minutes are on website)

9/25/2019: Tanya Stivors, District At-Risk/Safety Coordinator discussed Campus Safety, and information on the “Stop the Bleed” campaign. Tina Schmelzer, District Health Services Coordinator provided a PowerPoint Presentation on Health Services Summary Report for the 18-19 School Year. SHAC goals discussed for the year.

11/20/2019: Allison Grothues, MV High School Student and member of the Medina County Healthy Texas Youth Ambassadors presented a PowerPoint regarding healthy food choices called “You Can’t Outrun Your Fork”. Amanda Rothe, Registered Dietitian, Certified Diabetes Educator for the Medina Healthcare System presented information on “Prevention of Obesity and Diabetes” and “Tips on Healthy Meals”.

2/19/20. Lori Helm, an Emergency Department Nurse with Medina Healthcare System discussed “Mental Illness and Suicide Prevention.”

4/22/20 Meeting was cancelled due to Covid19 - Will be rescheduled.

05/27/20 Virtual Meeting scheduled to meet requirement of 4th and final meeting of school year. Presentation by Rebecca Juarez, MV Social Worker on “COVID Quarantine and the Effects on Mental Health.”

SHAC Council Recommendations/Duties:

- The council recommended the current SHAC Bylaws as is and without changes from previous year.
- The council approves and recommends the current Wellness Plan be implemented.

**Medina Valley Independent School District
Investment Report for the Quarter Ending May 31, 2020**

Depository Type	Account Name	Type of Account	% Earned	2/28/20	2/28/20	Changes			5/31/20	5/31/20
				Book Value	Market Value	Deposits	Withdrawals	Interest	Book Value	Market Value
Investment Pool	Interest & Sinking	Corporate Overnight Plus	1.93%	\$ 4,430,531	\$ 4,432,097	\$ 268,043	\$ -	\$ 15,031	\$ 4,713,605	\$ 4,717,271
Lone Star Investment Pool	Capital Projects (Series 2016)	Corporate Overnight Plus	1.93%	\$ 1,606,587	\$ 1,607,155	\$ -	\$ (1,173,628)	\$ 2,755	\$ 435,714	\$ 436,053
Lone Star Investment Pool	Capital Projects (Series 2019)	Corporate Overnight Plus	1.93%	\$ 43,717,643	\$ 43,733,113	\$ -	\$ (8,079,250)	\$ 132,429	\$ 35,770,822	\$ 35,798,648
Investment Pool	General Operating	Corporate Overnight Plus	1.93%	\$ 26,647,157	\$ 26,656,587	\$ 4,799,617	\$ (11,211,528)	\$ 79,176	\$ 20,314,422	\$ 20,330,225
Broadway Bank	General Operating	Public Funds Now	0.40%	\$ 2,432,190	\$ 2,432,190	\$ 13,234,215	\$ (13,522,898)	\$ 50	\$ 2,143,557	\$ 2,143,557
Broadway Bank	Payroll	Public Funds Now	0.40%	\$ 537,033	\$ 537,033	\$ 10,604,970	\$ (10,610,863)	\$ -	\$ 531,140	\$ 531,140
Broadway Bank	Workers Compensation	Public Funds Now	0.40%	\$ 788,157	\$ 788,157	\$ 106,548	\$ (31,104)	\$ -	\$ 863,601	\$ 863,601
Broadway Bank	Interest & Sinking	Public Funds Now	0.40%	\$ 242,514	\$ 242,514	\$ -	\$ (450)	\$ -	\$ 242,064	\$ 242,064
Total				\$ 80,401,812	\$ 80,428,846	\$ 29,013,393	\$ (44,629,721)	\$ 229,441	\$ 65,014,925	\$ 65,062,559

JUNE 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Estimated Revenue/ Encumbrance</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>	<u>Prior Year Percent Recognized</u>
5700 Local and Intermediate Revenues	\$ 22,174,000	\$ 22,174,000	\$ 280,773	\$21,578,907	\$ 500,000	\$ 95,093	97.32%	104.67%
5800 State Program Revenues	\$ 28,521,324	\$ 29,171,324	\$ 2,558,500	\$ 18,097,100	\$ 11,079,469	\$ (5,245)	62.04%	63.28%
5900 Federal Revenues	\$ 330,000	\$ 780,000	\$ 25,067	\$ 874,511	\$ -	\$ (94,511)	112.12%	128.59%
Total Revenues	\$ 51,025,324	\$ 52,125,324	\$ 2,864,340	\$ 40,550,518	\$ 11,579,469	\$ (4,663)	77.79%	83.29%
Proposed Appropriations								
11 Instruction	\$ 28,698,107	\$ 28,875,031	\$ 2,322,532	\$ 22,793,488	\$ 5,512,023	\$ 569,520	78.94%	81.28%
12 Instructional Resources and Media Services	\$ 456,329	\$ 456,329	\$ 34,151	\$ 408,599	\$ 98,539	\$ (50,808)	89.54%	84.61%
13 Curriculum and Instructional Staff Development	\$ 531,777	\$ 588,285	\$ 46,085	\$ 474,011	\$ 137,859	\$ (23,585)	80.58%	66.63%
21 Instructional Leadership	\$ 1,021,222	\$ 1,074,888	\$ 86,244	\$ 877,466	\$ 180,543	\$ 16,879	81.63%	72.00%
23 School Leadership	\$ 2,389,050	\$ 2,440,550	\$ 217,243	\$ 2,054,417	\$ 500,099	\$ (113,967)	84.18%	83.71%
31 Guidance, Counseling and Evaluation Services	\$ 1,265,928	\$ 1,411,023	\$ 114,745	\$ 1,263,852	\$ 223,774	\$ (76,603)	89.57%	80.72%
32 Social Work Services	\$ 327,569	\$ 327,569	\$ 30,596	\$ 256,102	\$ 76,958	\$ (5,491)	78.18%	76.84%
33 Health Services	\$ 672,346	\$ 672,346	\$ 49,075	\$ 483,681	\$ 107,290	\$ 81,374	71.94%	80.60%
34 Student Transportation	\$ 3,065,615	\$ 4,246,455	\$ 155,224	\$ 2,948,383	\$ 1,065,525	\$ 232,547	69.43%	76.48%
36 Extracurricular Activities	\$ 1,577,691	\$ 1,577,691	\$ 160,558	\$ 1,162,096	\$ 219,893	\$ 195,702	73.66%	81.37%
41 General Administration	\$ 1,499,732	\$ 1,499,732	\$ 113,459	\$ 1,161,533	\$ 238,609	\$ 99,590	77.45%	82.79%
51 Facilities Maintenance and Operations	\$ 6,728,960	\$ 6,813,960	\$ 470,661	\$ 4,622,227	\$ 920,510	\$ 1,271,224	67.83%	67.41%
52 Security and Monitoring Services	\$ 960,033	\$ 516,960	\$ 17,449	\$ 243,196	\$ 115,820	\$ 157,944	47.04%	71.77%
53 Data Processing Services	\$ 1,330,425	\$ 1,723,686	\$ 85,465	\$ 1,564,351	\$ 224,079	\$ (64,744)	90.76%	81.14%
61 Community Services	\$ 45,540	\$ 45,540	\$ 1,521	\$ 18,696	\$ 4,612	\$ 22,232	41.05%	67.56%
81 Facilities Acquisition and Construction	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.00%	0%
95 Payments to JJAEP	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.00%	0%
99 Other Intergovernmental Charges	\$ 400,000	\$ 400,000	\$ 16,690	\$ 370,833	\$ -	\$ 29,167	92.71%	0%
Totals	\$ 51,025,324	\$ 52,725,045	\$ 3,921,697	\$ 40,702,930	\$ 9,626,135	\$ 2,395,980	77.20%	78.68%
Current Year Estimated Surplus/Deficit	\$ -	\$ (599,721)			\$ 1,800,922			
Beginning Year Fund Balance					\$ 19,638,106			
Projected End of Year Fund Balance					\$ 21,439,028			

JUNE 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

<u>Object</u>	<u>Budget</u>	<u>Current Period</u>		<u>Estimated</u>		<u>Current YTD</u>	<u>Prior YTD</u>
		<u>Actuals</u>	<u>YTD Actuals</u>	<u>Encumbrance</u>	<u>Balance</u>	<u>% Recongized</u>	<u>% Recongized</u>
6100	\$ 40,773,974	\$ 3,435,845	\$ 32,999,171	\$ 7,764,993	\$ (289,385)	80.93%	81.15%
6200	\$ 4,519,613	\$ 274,743	\$ 2,920,309	\$ 776,531	\$ 831,003	64.61%	75.95%
6300	\$ 3,939,198	\$ 152,575	\$ 2,569,563	\$ 382,035	\$ 1,177,665	65.23%	64.15%
6400	\$ 1,241,364	\$ 26,604	\$ 806,771	\$ 59,445	\$ 307,775	64.99%	67.25%
6600	\$ 2,250,896	\$ 31,930	\$ 1,407,115	\$ 643,132	\$ 368,923	62.51%	61.41%
TOTAL	\$ 52,725,045	\$ 3,921,697	\$ 40,702,930	\$ 9,626,135	\$ 2,395,980	77.20%	78.68%

JUNE 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND FINANCIAL STATEMENT

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Estimated Revenue/ Encumbrance</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>	<u>Prior Year Percent Recognized</u>
5700 Local and Intermediate Revenues	\$1,212,419	\$1,212,419	\$ 2,099	\$ 839,454	\$ -	\$ 372,965	69.24%	81.12%
5800 State Program Revenues	\$ -	\$ -	\$ -	\$ 15,340	\$ -	\$ (15,340)	0.00%	48.65%
5900 Federal Revenues	\$2,391,568	\$2,391,568	\$ 90,322	\$1,860,770	\$ 180,000	\$ 350,798	77.81%	103.54%
Total Revenues	\$3,603,987	\$3,603,987	\$ 92,421	\$2,715,564	\$ 180,000	\$ 708,423	75.35%	94.00%
<u>Proposed Appropriations</u>								
11 Instruction								
12 Instructional Resources and Media Services								
13 Curriculum and Instructional Staff Development								
21 Instructional Leadership								
23 School Leadership								
31 Guidance, Counseling and Evaluation Services								
32 Social Work Services								
33 Health Services								
34 Student Transportation								
35 Food Service	\$3,603,987	\$3,603,987	\$165,539	\$3,098,231	\$ 409,098	\$ 96,658	85.97%	89.40%
36 Extracurricular Activities								
41 General Administration								
51 Facilities Maintenance and Operations								
52 Security and Monitoring Services								
53 Data Processing Services								
61 Community Services								
81 Facilities Acquisition and Construction								
95 Payments to JJAEP								
99 Other Intergovernmental Charges								
Totals	\$3,603,987	\$3,603,987	\$165,539	\$3,098,231	\$ 409,098	\$ 96,658	85.97%	89.40%
Current Year Estimated Surplus/Deficit	\$ -	\$ -			\$ (611,765)			
Beginning Fund Balance					\$ 433,942			
Projected End of Year Fund Balance					\$ (177,823)			

JUNE 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND FINANCIAL STATEMENT

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Estimated Revenue/Encumbrance</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>	<u>Prior Year Percent Recognized</u>
5700 Local and Intermediate Revenues	\$ 9,848,098	\$ 9,848,098	\$ 114,261	\$ 9,893,392	\$ 180,000	#####	100.46%	118.09%
5800 State Program Revenues	\$ 123,190	\$ 123,190	\$ 10,427	\$ 133,617	\$ -	\$ (10,427)	108.46%	138.99%
5900 Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%
Total Revenues	\$ 9,971,288	\$ 9,971,288	\$ 124,688	\$ 10,027,009	\$ 180,000	#####	100.56%	118.98%
<u>Proposed Appropriations</u>								
11 Instruction								
12 Instructional Resources and Media Services								
13 Curriculum and Instructional Staff Development								
21 Instructional Leadership								
23 School Leadership								
31 Guidance, Counseling and Evaluation Services								
32 Social Work Services								
33 Health Services								
34 Student Transportation								
35 Food Service								
36 Extracurricular Activities								
41 General Administration								
51 Facilities Maintenance and Operations								
52 Security and Monitoring Services								
53 Data Processing Services								
61 Community Services								
71 Debt Service	\$ 9,971,288	\$ 12,146,288	\$ 400	\$ 9,126,415	\$ 3,013,062	\$ 6,811	75.14%	68.31%
81 Facilities Acquisition and Construction								
95 Payments to JJAEP								
99 Other Intergovernmental Charges								
Totals	\$ 9,971,288	\$ 12,146,288	\$ 400	\$ 9,126,415	\$ 3,013,062	\$ 6,811	75.14%	68.31%
Current Year Estimated Surplus/Defici	\$ -	\$ (2,175,000)			\$ (1,932,468)			
Beginning Year Fund Balance					\$ 4,198,590			
Projected End of Year Fund Balance					\$ 2,266,122			

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/02/2020	STYLEBOOKS.COM, INC.	\$33.63
1990	06/04/2020	BILL MILLERS BAR-B-Q	\$69.02
1990	06/04/2020	CENTERPOINT ENERGY	\$693.82
1990	06/04/2020	KURZ & CO.	\$107.28
1990	06/04/2020	MVISD-TRANSPORTATION DEPT	\$457.70
1990	06/04/2020	RAVEN RABAGO	\$7,018.75
1990	06/04/2020	CANYON LAKE HIGH SCHOOL	\$371.15
1990	06/04/2020	LABATT INSTITUTIONAL SUPPLY CO	\$1,064.03
1990	06/04/2020	MOY TARIN RAMIREZ ENGINEERS, LLC	\$4,693.75
1990	06/04/2020	MSB CONSULTING GROUP, LLC.	\$1,117.04
1990	06/04/2020	SCREENCASTIFY LLC	\$4,800.00
1990	06/04/2020	SHERRY MARSH	\$42.40
1990	06/04/2020	WAUKESHA-PEARCE INDUSTRIES INC.	\$698.00
1990	06/04/2020	BROADWAY NATIONAL BANK	\$600.00
1990	06/04/2020	CLAMPITT PAPER COMPANY INC	\$404.76
1990	06/04/2020	FAMILY PARTS COMPANY INC	\$152.32
1990	06/04/2020	GULF COAST PAPER CO INC	\$899.57
1990	06/04/2020	JONES SCHOOL SUPPLY COMPANY, INC	\$527.14
1990	06/04/2020	PRUFROCK PRESS INC	\$143.00
1990	06/04/2020	UNIVERSITY OF TEXAS AT SAN ANTONIO	\$550.00
1990	06/04/2020	ANGELA MARTINEZ	\$93.25
1990	06/04/2020	EDUPHORIA! INCORPORATED	\$2,520.00
1990	06/04/2020	WALSH GALLEGOS TREVINO RUSSO & KYLE	\$2,695.00
1990	06/04/2020	ASSOC. FOR BEHAVIOR ANALYSIS INT'L	\$1,451.00
1990	06/04/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	\$3,137.05
1990	06/04/2020	CPS ENERGY	\$35,860.10
1990	06/04/2020	HAYDAY, INC/CTWP	\$2,238.78
1990	06/04/2020	J TAYLOR EDUCATION, INC	\$1,642.50
1990	06/04/2020	MATERA PAPER COMPANY, INC	\$4,502.76
1990	06/04/2020	STAPLES CONTRACT & COMM, LLC	\$39.72
1990	06/04/2020	SYSTEMIC EDUCATIONAL TECHNOLOGY,LLC	\$3,500.00
1990	06/04/2020	HOME DEPOT CREDIT SERVICES	\$550.23
1990	06/04/2020	KEMPF'S LAWNMOWER REPAIR	\$60.44
1990	06/04/2020	NASSP/NHS/NJHS	\$385.00
1990	06/04/2020	SOPHIA ARROYO	\$94.65
1990	06/04/2020	THE UNIVERSITY OF TX AT AUSTIN, UIL	\$319.00
1990	06/04/2020	WASTE MANAGEMENT OF TEXAS, INC	\$1,915.18
1990	06/04/2020	CINTAS/RUS OF SAN ANTONIO	\$53.62
1990	06/04/2020	EDUCATION SERVICE CENTER REGION XX	\$100.00
1990	06/04/2020	FLORIDA INSTITUTE OF TECHNOLOGY INC	\$2,975.00
1990	06/04/2020	RIO MEDINA TRUCK & AUTOMOTIVE, LLC	\$99.00

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/04/2020	SERVICE INDUSTRIAL, INC.	\$206.81
8630	06/04/2020	TEACHER RETIREMENT SYSTEM	\$390,071.84
1990	06/04/2020	TEXAS ASSOC SCH BUS OFFICIALS	\$175.00
1990	06/04/2020	TEXAS UIL	\$690.00
1990	06/04/2020	VALENCIA SIMMONS	\$339.35
1990	06/05/2020	GARZA BOMBERGER & ASSOCIATES	\$62,538.75
7710	06/05/2020	MISC	\$707.16
1990	06/09/2020	BARTLETT COCKE GENERAL CONTRACTORS	\$2,602,783.40
1990	06/10/2020	DRAGO INVESTMENTS, LTD	\$65.90
1990	06/10/2020	HTS TEXAS	\$1,703.00
1990	06/10/2020	KATHRYN MCANINCH	\$150.00
1990	06/10/2020	KURZ & CO.	\$33.38
1990	06/10/2020	POSITIVE PROMOTIONS, INC	\$243.95
1990	06/10/2020	SEVERIN INTERMEDIATE HOLDINGS, LLC.	\$3,299.27
1990	06/10/2020	THE SHERWIN-WILLIAMS CO	\$635.76
1990	06/10/2020	WALMART	\$1,463.05
1990	06/10/2020	ASSESSMENT INTERVENTION MGMT, LLC	\$6,035.00
1990	06/10/2020	BAKER DISTRIBUTING CO	\$183.02
1990	06/10/2020	BORDEN DAIRY COMPANY	\$1,021.92
1990	06/10/2020	DEMCO INC.	\$292.26
1990	06/10/2020	INTECH SOUTHWEST SERVICES, LLC	\$135.00
1990	06/10/2020	MVISD-TRANSPORTATION DEPT	\$1,923.22
1990	06/10/2020	NATIONAL CHEERLEADERS ASSOCIATION	\$251.00
1990	06/10/2020	QUILL CORPORATION	\$192.65
1990	06/10/2020	SAN ANTONIO WATER SYSTEM	\$1,371.89
1990	06/10/2020	SKILLS USA, INC	\$1,080.00
1990	06/10/2020	W W GRAINGER INC	\$1,465.00
1990	06/10/2020	AG-PRO TEXAS, LLC	\$1,318.82
1990	06/10/2020	ASHLEY TROPEA	\$150.00
1990	06/10/2020	FAMILY PARTS COMPANY INC	\$145.33
1990	06/10/2020	HELEN Y. LERMA	\$6,950.00
1990	06/10/2020	PASSIONATE COACH LLC	\$197.00
1990	06/10/2020	QUADIENT FINANCE USA, INC	\$5,444.30
1990	06/10/2020	TEXAS DEPT OF PUBLIC SAFETY	\$9.00
1990	06/10/2020	WINFIELD SOLUTIONS LLC	\$973.00
1990	06/10/2020	AT&T	\$3,463.26
1990	06/10/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	\$22,311.08
1990	06/10/2020	DOCUMENT TRACKING SERVICES, LLC	\$152.02
1990	06/10/2020	HERFF JONES INC	\$3,333.72
1990	06/10/2020	HIGH SCHOOL MUSIC SERVICE INC	\$974.36
1990	06/10/2020	MEDICAL WHOLESALE, INC.	\$8,892.25

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/10/2020	SERVICE INDUSTRIAL, INC.	\$172.87
1990	06/10/2020	WELDERS SUPPLY CO	\$13.00
1990	06/10/2020	BELINDA GUZMAN SPENCER	\$52.85
1990	06/10/2020	BEXAR COUNTY SCHOOLS COMMUNITY EDU	\$7,250.00
1990	06/10/2020	BSN SPORTS, LLC	\$4,692.38
1990	06/10/2020	CEV MULTIMEDIA, LTD	\$9,200.00
1990	06/10/2020	EMERGENCY CLEANING SOLUTIONS	\$1,750.00
1990	06/10/2020	EXAMITY, INC	\$20.00
1990	06/10/2020	GATEWAY PRINTING & OFFICE SUPPLY	\$4,536.62
1990	06/10/2020	HABY'S ALSATIAN BAKERY	\$8.83
1990	06/10/2020	IMAGERY GRAPHIC SYSTEMS INC.	\$3,516.91
1990	06/10/2020	KENNETH MICHAEL ROHRBACH	\$31.63
1990	06/10/2020	KYLA ASHLEY WILLIAMSON	\$112.00
1990	06/10/2020	LABATT INSTITUTIONAL SUPPLY CO	\$431.09
1990	06/10/2020	SOUTHSIDE ISD	\$3,299.00
1990	06/10/2020	ALERT SERVICES INC	\$570.00
1990	06/10/2020	CITY OF LACOSTE WATER DEPT	\$826.69
1990	06/10/2020	FOLLETT SCHOOL SOLUTIONS, INC	\$1,892.44
1990	06/10/2020	J2 CLOUD SERVICES, LLC	\$449.75
1990	06/10/2020	MEDINA COUNTY TAX OFFICE	\$45.00
1990	06/10/2020	RIVERSIDE INSIGHTS	\$870.00
1990	06/10/2020	AMAZON CAPITAL SERVICES, INC	\$394.37
1990	06/10/2020	BILL MILLERS BAR-B-Q	\$18.21
1990	06/10/2020	CARLOS PONCE	\$280.00
1990	06/10/2020	FERGUSON ENTERPRISES	\$1,992.35
1990	06/10/2020	YANCEY WATER SUPPLY CORP	\$1,989.09
1990	06/10/2020	ALAINA FLORES	\$150.00
1990	06/10/2020	CENTURY AIR CONDITIONING SUPPLY, LP	\$1,427.39
1990	06/10/2020	GIFTS 'N STUFF	\$516.00
1990	06/10/2020	LARRY WUNSCH & ASSOCIATES INC	\$1,287.40
1990	06/10/2020	MSB CONSULTING GROUP, LLC.	\$89.67
1990	06/10/2020	SATELITE SOLUTIONS	\$750.00
1990	06/10/2020	SCHOLASTIC MAGAZINES	\$329.67
1990	06/10/2020	SONJA M TOVAR	\$1,625.00
1990	06/10/2020	TRACTOR SUPPLY CO	\$117.95
7710	06/12/2020	MISC	\$1,235.33
8630	06/15/2020	EXPERT PAY	\$1,536.00
8630	06/15/2020	TEACHER RETIREMENT SYSTEM	\$236,826.00
8630	06/15/2020	BROADWAY NATIONAL BANK	\$193,006.19
8630	06/15/2020	MVISD WORKERS' COMPENSATION	\$18,029.31
1990	06/16/2020	TEXAS STATE BOARD OF PLUMBING EXAM	\$15.00

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/16/2020	TX DEPT OF LICENSING & REGULATION	\$50.00
7710	06/16/2020	MISC	\$912.00
1990	06/17/2020	APPLE AWARDS INC/SPORTS PLAQUES INC	\$50.05
1990	06/17/2020	AUSTIN TURF AND TRACTOR	\$841.85
1990	06/17/2020	CUSTOM CHENILLE EMBROIDERY INC	\$240.00
1990	06/17/2020	JANAL WHOLESALE CO.	\$877.65
1990	06/17/2020	STAPLES CONTRACT & COMM, LLC	\$487.15
1990	06/17/2020	TEX ASSN OF SCHOOL BOARDS-TASB, INC	\$1,170.00
1990	06/17/2020	WELDERS SUPPLY CO	\$97.50
1990	06/17/2020	WRIGHT EXPRESS FSC	\$41.00
1990	06/17/2020	CAITLIN SCHMIDT	\$196.87
1990	06/17/2020	JT ADVERTISING & GRAPHICS	\$70.00
1990	06/17/2020	LIBERTY MJ FIREWORKS, LLC	\$2,900.00
1990	06/17/2020	QUILL CORPORATION	\$200.92
1990	06/17/2020	SAI INTERPRETING & TRANSLATION	\$191.25
1990	06/17/2020	SKILLS USA, INC	\$235.00
1990	06/17/2020	WALSH GALLEGOS TREVINO RUSSO & KYLE	\$2,503.50
1990	06/17/2020	CINTAS/RUS OF SAN ANTONIO	\$321.72
1990	06/17/2020	EDUCATION SERVICE CENTER REGION XX	\$45.00
1990	06/17/2020	EDUCATIONAL TECHNOLOGY LEARNING	\$425.00
1990	06/17/2020	FLORIDA INSTITUTE OF TECHNOLOGY INC	\$396.00
1990	06/17/2020	HONDO ANVIL HERALD	\$116.00
1990	06/17/2020	INSTRUCTIONAL MAT'L COORD'S ASSN TX	\$95.00
1990	06/17/2020	MEDICAL WHOLESALE, INC.	\$1,477.00
1990	06/17/2020	PENNIE ROBERTSON	\$5.50
1990	06/17/2020	BORDEN DAIRY COMPANY	\$2,547.18
1990	06/17/2020	CONTRACTORS APPRENTICESHIP TRUST	\$1,060.00
1990	06/17/2020	DPC INDUSTRIES, INC.	\$20.00
1990	06/17/2020	HOME DEPOT CREDIT SERVICES	\$3,154.24
1990	06/17/2020	JEANETTE JONES	\$16.61
1990	06/17/2020	WALMART	\$376.62
1990	06/17/2020	WASTE MANAGEMENT OF TEXAS, INC	\$450.25
1990	06/17/2020	WHATABURGER	\$227.62
1990	06/17/2020	ABECEDARIAN	\$66.60
1990	06/17/2020	AMAZON CAPITAL SERVICES, INC	\$2,784.71
1990	06/17/2020	AUTISTIC TREATMENT CENTER, INC	\$24,048.42
1990	06/17/2020	BECKWITH ELECTRONIC ENGINEERING CO	\$2,702.00
1990	06/17/2020	CESAR TERRAZAS JR	\$105.00
1990	06/17/2020	EASTBAY INC.	\$2,141.60
1990	06/17/2020	FAMILY PARTS COMPANY INC	\$226.67
1990	06/17/2020	INSCO DISTRIBUTING INC	\$96.20

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/17/2020	METROSTUDY, INC	\$11,500.00
1990	06/17/2020	PRUFROCK PRESS INC	\$1,132.75
1990	06/17/2020	SERVICE INDUSTRIAL, INC.	\$205.95
1990	06/17/2020	TAQUERIA SAN JUAN #2	\$72.07
1990	06/17/2020	TOYOTA LIFT OF SOUTH TEXAS	\$31,930.38
1990	06/17/2020	ALAMO AREA AMBULANCE	\$4,250.00
1990	06/17/2020	ANNABELLE ISaura CASTILLO	\$360.00
1990	06/17/2020	CASTROVILLE TRUE VALUE	\$547.56
1990	06/17/2020	HERFF JONES INC	\$217.50
1990	06/17/2020	RAPTOR TECHNOLOGIES	\$15,150.00
1990	06/17/2020	VIVROUX SPORTING GOODS	\$948.00
1990	06/17/2020	W.R. GRIGGS CONSTRUCTION, INC	\$758,512.67
1990	06/17/2020	APPLE INC.	\$4,186.00
1990	06/17/2020	BAC-FLO UNLIMITED, INC	\$95.00
1990	06/17/2020	BILL MILLERS BAR-B-Q	\$499.65
1990	06/17/2020	CTAT/CAREER/TECHNOLOGY ASSN OF TX	\$250.00
1990	06/17/2020	KURZ & CO.	\$280.82
1990	06/17/2020	MVISD-TRANSPORTATION DEPT	\$485.56
1990	06/17/2020	RIDDELL/ALL AMERICAN SPORTS CORP	\$18,792.45
1990	06/17/2020	SAN ANTONIO TESTING LABORATORY, INC	\$75.00
1990	06/17/2020	THE SHERWIN-WILLIAMS CO	\$1,188.27
1990	06/17/2020	TRIPLE-S STEEL SUPPLY INC.	\$1,127.84
1990	06/17/2020	BSN SPORTS, LLC	\$118.39
1990	06/17/2020	CASTROVILLE UTILITY SYSTEM	\$9,394.20
1990	06/17/2020	CDW GOVERNMENT, INC.	\$3,327.05
1990	06/17/2020	GATEWAY PRINTING & OFFICE SUPPLY	\$5,846.88
1990	06/17/2020	LABATT INSTITUTIONAL SUPPLY CO	\$877.90
1990	06/17/2020	MARCO PRODUCTS, INC.	\$678.79
1990	06/17/2020	MSB CONSULTING GROUP, LLC.	\$790.50
1990	06/17/2020	MVISD-FOOD SERVICE DEPT	\$7.80
1990	06/17/2020	TRACTOR SUPPLY CO	\$65.97
1990	06/17/2020	UNIFIRST HOLDINGS, INC.	\$38.00
7710	06/19/2020	MISC	\$802.36
1990	06/25/2020	4 IMPRINT, INC	\$1,547.50
1990	06/25/2020	ANNABELLE ISaura CASTILLO	\$390.00
1990	06/25/2020	APPROVED OIL SERVICES, INC	\$112.50
1990	06/25/2020	BULL MARKET PROMOTIONS	\$2,500.00
1990	06/25/2020	CESAR TERRAZAS JR	\$10.00
1990	06/25/2020	CROWD PLEASERS DANCE CAMPS, INC	\$1,977.00
1990	06/25/2020	LARRY WUNSCH & ASSOCIATES INC	\$2,999.96
1990	06/25/2020	RUSH TRUCK CENTERS OF TEXAS, LP	\$1,913.76

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/25/2020	SA THERAPY IN MOTION INC	\$2,145.00
5110	06/25/2020	US BANK NAT'L ASSOCIATION	\$400.00
1990	06/25/2020	AMAZON CAPITAL SERVICES, INC	\$2,063.43
1990	06/25/2020	ANISSA N. MOORE	\$3,600.00
1990	06/25/2020	BECKWITH ELECTRONIC ENGINEERING CO	\$1,232.00
1990	06/25/2020	FAMILY PARTS COMPANY INC	\$320.60
1990	06/25/2020	INSCO DISTRIBUTING INC	\$611.15
1990	06/25/2020	LISA ANN DICKINSON	\$61.00
1990	06/25/2020	SASI-THE LEADERSHIP PEOPLE, LLC	\$2,300.00
1990	06/25/2020	TCASE - TX CO OF ADMIN OF SPEC EDUC	\$250.00
1990	06/25/2020	CENTERPOINT ENERGY	\$262.58
1990	06/25/2020	EWING IRRIGATION PRODUCTS, INC	\$166.47
1990	06/25/2020	FERGUSON ENTERPRISES	\$476.08
1990	06/25/2020	LEGO EDUCATION	\$1,719.60
1990	06/25/2020	SAM'S CLUB DIRECT	\$252.44
1990	06/25/2020	TASO BASEBALL SA	\$525.00
1990	06/25/2020	TEXAS CHORAL DIRECTORS ASSOCIATION	\$120.00
1990	06/25/2020	TEXDOOR LTD	\$192.00
1990	06/25/2020	AXIOM COMMERCIAL CONSTRUCTION, LLC.	\$769.00
1990	06/25/2020	BEXAR COUNTY APPRAISAL DISTRICT	\$16,690.00
1990	06/25/2020	GATEWAY PRINTING & OFFICE SUPPLY	\$56,155.99
1990	06/25/2020	GIFTS 'N STUFF	\$336.00
1990	06/25/2020	KENNETH MICHAEL ROHRBACH	\$24.78
1990	06/25/2020	RED WING SHOES	\$127.49
1990	06/25/2020	SCOTTISH RITE LEARNING CTR OF SOUTH	\$7,400.00
1990	06/25/2020	TRACTOR SUPPLY CO	\$85.03
1990	06/25/2020	TRIPLE-S STEEL SUPPLY INC.	\$587.98
1990	06/25/2020	VEXUS	\$32.38
1990	06/25/2020	CINTAS/RUS OF SAN ANTONIO	\$107.24
1990	06/25/2020	HABY'S ALSATIAN BAKERY	\$37.40
1990	06/25/2020	MEDICAL WHOLESAL, INC.	\$2,610.50
1990	06/25/2020	MISSION RESTAURANT SUPPLY CO.	\$1,832.00
1990	06/25/2020	SERVICE INDUSTRIAL, INC.	\$63.19
1990	06/25/2020	AMERICAN ASSOCIATION OF NOTARIES	\$193.80
1990	06/25/2020	EDUCATION SERVICE CENTER REGION XX	\$135.00
1990	06/25/2020	HELEN BACA	\$14.70
1990	06/25/2020	HOME DEPOT CREDIT SERVICES	\$4,084.01
1990	06/25/2020	INTECH SOUTHWEST SERVICES, LLC	\$1,497.00
1990	06/25/2020	MATERA PAPER COMPANY, INC	\$33,495.91
1990	06/25/2020	MEDINA COUNTY TAX OFFICE	\$67.50
1990	06/25/2020	RIVERSIDE INSIGHTS	\$693.04

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Distribution Fund	Check Date	Vendor Name	Transaction Amount
1990	06/25/2020	TEXAS BANDMASTERS ASSOCIATION	\$600.00
1990	06/25/2020	WASTE MANAGEMENT OF TEXAS, INC	\$450.25
1990	06/25/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	\$3,564.26
1990	06/25/2020	CETC, LLC	\$294.00
1990	06/25/2020	CPS ENERGY	\$55,790.78
1990	06/25/2020	GARY WAYNE STEVENS	\$25.00
1990	06/25/2020	HAYDAY, INC/CTWP	\$2,361.08
1990	06/25/2020	SCHOOL SPECIALTY, INC	\$587.39
1990	06/25/2020	THE SHERWIN-WILLIAMS CO	\$1,532.09
1990	06/25/2020	WALMART	\$182.82
1990	06/25/2020	WELDERS SUPPLY CO	\$387.17
1990	06/25/2020	AG-PRO TEXAS, LLC	\$533.79
1990	06/25/2020	CATHOLIC CHARITIES ARCHDIOCESE/SA	\$153.00
1990	06/25/2020	DAVID EDDIE BENKE	\$70.00
1990	06/25/2020	HEWLETT-PACKARD FINANCIAL SVCS CO	\$86,064.64
1990	06/25/2020	QUILL CORPORATION	\$450.77
1990	06/25/2020	ROYCE GROFF OIL CO INC	\$4,142.45
1990	06/25/2020	TRANE SAN ANTONIO	\$5,482.09
1990	06/26/2020	MIDLAND INFORMATION RESOURCES CO	\$388.21
8630	06/30/2020	BAY BRIDGE ADMIN.LLC	\$53,344.70
8630	06/30/2020	BROADWAY NATIONAL BANK	\$170,110.07
8630	06/30/2020	MARY K VIEGELAHN,CHAPTER 13 TRUSTEE	\$1,207.00
8630	06/30/2020	MVISD WORKERS' COMPENSATION	\$17,797.85
1990	06/30/2020	MORPHO TRUST USA, INC.	\$98.50
8630	06/30/2020	NATIONAL PLAN -HSA	\$3,291.00
8630	06/30/2020	TEXAS TEACHERS-A.C.P.	\$2,125.00
8630	06/30/2020	TEXAS AFT/PEG	\$35.00
8630	06/30/2020	NATIONAL PLAN ADMINISTRATORS	\$8,549.42
8630	06/30/2020	NAT'L PLAN ADMN DEPEND CARE	\$962.68
8630	06/30/2020	NATIONAL PLAN ADMN ANNUITIES	\$25,800.76

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Regular Board Meeting – June 15, 2020
MVISD Video/Teleconference System

A Regular Meeting of the Board of Trustees of Medina Valley ISD was held Monday, June 15, 2020, beginning at 6:30 PM on the MVISD Video/Teleconference System.

I First Order of Business

A Establish a Quorum

Shannon Beasley, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:30 pm, a quorum of the Board Members were present on the Video/Teleconference, Shannon Beasley, Beth Zinsmeyer, Jennilea Campbell, Darren Calvert, Mario De Leon, Terry Groff and Bruce Haby.

B Pledge of Allegiance to the Flag followed by a moment of silence

Everyone recited the Pledge of Allegiance to the Flag followed by a moment of silence.

II Discussion and Possible Action Items

A Reorganization of the Board

Dr. Rohrbach explained the process of reorganizing the Board Officers. Shannon Beasley made a Motion, seconded by Jennilea Campbell, to elect Mario De Leon for President, Beth Zinsmeyer for Vice President and Jennilea Campbell for Secretary. Shannon Beasley, Jennilea Campbell, Darren Calvert, Mario De Leon, Terry Groff, Bruce Haby, and Beth Zinsmeyer voted for the Motion. The motion passed.

Dr. Rohrbach turned the meeting over to the new Board President Mario De Leon to preside.

III Announcements/Communications/Presentations

A Presentation on an Alternative Medical Plan

Jason Migura and Eric Smith presented the Board with an Alternative Medical Plan.

B Construction Update

Paul Holzhaus presented the monthly Construction Update.

C Financial Briefing

JC Zamora presented the monthly Financial Briefing.

D Superintendent Briefing

Dr. Rohrbach presented his monthly Superintendent Briefing.

IV Public Comment - none

V Additional Discussion and Possible Action Items

A Dr. Rohrbach presented the Consent Agenda Items for the Board to consider.

1 Minutes of Regular Board Meeting on May 18, 2020, and Called Board Meeting on May 28, 2020

2 Donations

a Donation to MVISD Athletics \$1014.00

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to approve the consent agenda items as presented. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Regular Board Meeting – June 15, 2020
MVISD Video/Teleconference System

B Consider MVISD Writing Framework and Program Intent Proposal

Natalie Benke and Amy Millis presented the MVISD Writing Framework and Program Intent Proposal for the Board to consider.

Jennilea Campbell made a Motion, seconded by Shannon Beasley, to approve the MVISD Writing Framework and Program Intent Proposal as presented. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

C Consider TEA Waiver for Parent Notice Requirements for Students at Risk of Failure

Dr. Rohrbach presented the TEA waiver for Parent Notice Requirements for Students at Risk of Failure for the Board to consider.

Darren Calvert made a Motion, seconded by Terry Groff, to approve the TEA Waiver for Parent Notice Requirements for Students at Risk of Failure as presented. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

D Consider purchase of Traversa Transportation System

JC Zamora and Weston Bartlett presented the Traversa Transportation System for the Board to consider.

Jennilea Campbell made a Motion, seconded by Darren Calvert, to approve the purchase of the Traversa Software package. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

Board President Mario De Leon announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, TX Govt. Code 551.071 Consultation with Attorney and TX Govt. Code 551.072 Deliberation Regarding Real Property. The Board of Trustees will convene into a closed meeting now at 8:44 pm. All voting or action will take place when the Board and Superintendent reconvene in the open meeting video conference. Please feel free to remain on this video conference during this time.

I Closed Session

- A Pursuant to Texas Government Code Section 551.074, the Board will hear the Level III grievance brought by Thomas Ellison.
- B Consultation with Attorney (TX Govt. Code Section 551.071)
- C Personnel Matters (TX Govt. Code Section 551.074)
- D Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

Board President Mario De Leon announced that the Board would reconvene into Open Session at 10:20 pm.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Regular Board Meeting – June 15, 2020
MVISD Video/Teleconference System

II Continued Discussion and Possible Action Items

A The Board will deliberate and take potential action regarding the Level III grievance brought by Thomas Ellison.

Shannon Beasley made a Motion, seconded by Beth Zinsmeyer, to GRANT the Level Three grievance of Mr. Ellison and pay a lump sum of \$20,000 to him. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

B Consider adoption of a resolution approving and authorizing the funding of the Purchase Prices, the closing costs and other transaction costs as provided in the Real Estate Sales Contracts, attached to the Resolution, for the following two tracts of real property, and authorizing the Superintendent to execute any other documents necessary to acquire the Properties which were not previously authorized by Resolution:

A 26.00 acre tract of land, more or less, which is part of a 62.4 acre (2,716,735 square feet) tract of land out of the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, County Block 4345 and the Clementine Bundick Survey No, 13 ¹/₂, Abstract No. 992, County Block 4325 situated in Bexar County, Texas; and

A 42.466 acre tract or parcel of land lying and being situated in the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, C. B. 4341 and the Clementine Bundick Survey No. 13 ¹/₂ , Abstract No. 992, C. B. 4325, Bexar County Texas.

The Board took no action on this agenda item.

C Consider professional contract recommendations

Dr. Rohrbach presented professional employee contracts for the Board to consider.

Beth Zinsmeyer made a Motion, seconded by Darren Calvert, to approve the professional employee contracts as presented. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

Congratulations to the following Medina Valley ISD new hires:

- Maricarmen Saldana, Potranco Elementary Counselor
- Shannon Cregg, Potranco Elementary Teacher
- Russell Alvarez, Medina Valley High School Teacher
- Celeste Samarripa, Medina Valley High School Teacher
- Joshua Rebmann, Medina Valley High School Teacher
- Christian Guerra, Medina Valley High School Teacher
- Vanessa Cortez, Medina Valley High School Teacher

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Regular Board Meeting – June 15, 2020
MVISD Video/Teleconference System

- Chad Nickodam, Medina Valley Middle School Teacher
- Megan Telles, Castroville Elementary Teacher
- Katie Boatright, LaCoste Elementary Teacher
- Meredith Jones, LaCoste Elementary Teacher
- Andrea Donelson, Luckey Ranch Elementary Teacher
- Courtney Baker, Special Programs LSSP
- Santos Cowin, Special Programs SLP
- Christopher Ingram, Special Programs Facilitator
- Erin Williams, Human Resource Coordinator
- Tobie Kennedy, Transportation Director

D Consideration of future meeting dates

Dr. Rohrbach discussed the need for a Called Meeting for the new years Budget and Compensation Plan. The next Regular Board Meeting is scheduled for July 20, 2020.

III Adjournment

Jennilea Campbell made a Motion, seconded by Darren Calvert, to adjourn the Regular Board Meeting on June 15, 2020 at 10:27 pm. Shannon Beasley, Jennilea Campbell, Darren Calvert, Terry Groff, Bruce Haby, Beth Zinsmeyer and Mario De Leon all voted for the Motion. The motion passed.

Mario De Leon, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Called Meeting – July 7, 2020
MVISD Video/Teleconference System

A **Called Meeting** of the Medina Valley ISD Board of Trustees was held Tuesday, July 7, 2020, beginning at 6:30 PM on the MVISD Video/Teleconference System.

I First Order of Business

A Establish a Quorum

Mario De Leon, Board President, called the Medina Valley ISD School Board Called Meeting to order at 6:31 pm, a quorum of the Board Members were present on the video/teleconference call, Mario De Leon, Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff and Bruce Haby.

II Public Comment (on agenda topics) - None

III Closed Session

The Board did not convene into Closed.

- A** Pursuant to Texas Government Code Section 551.071, the Board will consult with its attorney regarding the proposed nonrenewal of a term contract employee Susan Ardila.
- B** Pursuant to Texas Government Code Section 551.074, the Board will conduct a hearing regarding the proposed nonrenewal of a term contract employee Susan Ardila.

IV Discussion and Possible Action Items

- A** The Board will deliberate and take potential action regarding the proposed nonrenewal of a term contract employee Susan Ardila.

The Board did not discuss or take any action on this item.

B Compensation Plan/Budget Workshop

Dr. Rohrbach, presenters and the Board proceeded with the Compensation Plan/Budget Workshop.

C Consider 2020-2021 MVISD Compensation Plan and Benefits Plan

Shannon Beasley made a Motion, seconded by Beth Zinsmeyer, to approve the Compensation Plan as presented and the Benefits Plan as presented, with an increase in District's health insurance contribution by \$100 a month.

Beth Zinsmeyer voted for, Jennilea Campbell voted for, Shannon Beasley voted for, Darren Calvert voted for, Terry Groff voted for, Bruce Haby voted against the Compensation Plan and for on the Benefits Plan with the \$100 monthly increase, Mario De Leon voted for. The Motion passed.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Called Meeting – July 7, 2020
MVISD Video/Teleconference System

D Consider ESC-12 Universal Benefits Consortium Interlocal Resolution and Agreement

Darren Calvert made a Motion, seconded by Terry Groff, to approve the ESC-12 Universal Benefits Consortium Interlocal Resolution and Agreement as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon voted for the Motion. The motion passed.

Board President Mario De Leon announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, and TX Govt. Code 551.072 Deliberation Regarding Real Property.

The Board of Trustees will convene into a closed meeting now at 8:09 pm. All voting or action will take place when the Board and Superintendent reconvene in the open meeting video conference. Please feel free to remain on this video conference during this time.

V **Closed Session**

A Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

B Personnel Matters (TX Govt. Code Section 551.074)

After Board President Mario De Leon confirmed Board Member attendance, the Board reconvened on the Open Meeting Tele/Conference Call at 9:08 pm.

VI **Continued Discussion and Possible Action Items**

A Consider professional contract recommendations

Jennilea Campbell made a Motion, seconded by Darren Calvert, to approve the contract recommendations by the Superintendent for professional educators as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon voted for the Motion. The motion passed.

Congratulations to the following Medina Valley ISD new hires:

Violeta Murillo, Castroville Elementary Teacher
Francisco Gutierrez, Castroville Elementary Bilingual Teacher
Virginia Arocha-Martinez, LaCoste Elementary Teacher
Angelina Rodriguez, Luckey Ranch Elementary Teacher
Ide VanZant-Salazar, Luckey Ranch Elementary Teacher
Michele Rogers, Luckey Ranch Elementary Teacher
Jennifer Quintero, Potranco Elementary Teacher
Jennifer Rowlett, Potranco Elementary Teacher
Andrea Ynostrosa, Loma Alta Middle School Teacher
Zilkia Ortiz, Medina Valley Middle School Teacher

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
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Olivia Zavala, Medina Valley Middle School Teacher
Abraham Vargas, Medina Valley High School Teacher/Coach
Debbie Masters, Medina Valley High School Teacher
Summer Garcia, Special Programs Facilitator

- B Consider adoption of a Resolution** approving and authorizing the funding of the Purchase Prices, the closing costs and other transaction costs as provided in the Real Estate Sales Contracts, attached to the Resolution, for the following two tracts of real property, and authorizing the Superintendent to execute any other documents necessary to acquire the Properties which were not previously authorized by Resolution:
A 26.2 acre tract of land, more or less, which is part of a 62.4 acre (2,716,735 square feet) tract of land out of the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, County Block 4345 and the Clementine Bundick Survey No, 13 ¹/₂, Abstract No. 992, County Block 4325 situated in Bexar County, Texas; and A 42.903 acre tract or parcel of land lying and being situated in the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, C. B. 4341 and the Clementine Bundick Survey No. 13 ¹/₂ , Abstract No. 992, C. B. 4325, Bexar County Texas.

The Board did not discuss or take any action on this item.

VII Adjournment

Darren Calvert made a Motion, seconded by Jennilea Campbell, to adjourn the Called Board Meeting on July 7, 2020 at 9:10 pm. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon voted for the Motion. The motion passed.

Posted 7-2-20 at 5:30pm

Mario De Leon, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Called Board Meeting – July 15, 2020
MVISD Video/Teleconference System

A Called Meeting of the Board of Trustees of Medina Valley ISD was held Wednesday, July 15, 2020, beginning at 6:30 pm on the MVISD Video/Teleconference System.

I First Order of Business

A Establish a Quorum

Mario De Leon, Board President, called the Medina Valley ISD School Board Called Meeting to order at 6:30 pm, a quorum of the Board Members were present on the video/teleconference call, Mario De Leon, Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff and Bruce Haby.

II Public Comment (on agenda topics) None

III Closed Session

Board President Mario De Leon announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code 551.072 Deliberation Regarding Real Property.

The Board of Trustees will convene into a closed meeting now at 6:32 pm. All voting or action will take place when the Board and Superintendent reconvene in the open meeting video conference. Please feel free to remain on this video conference during this time.

A Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

After Board President Mario De Leon confirmed Board Member attendance, the Board reconvened on the Open Meeting Tele/Conference Call at 6:41 pm.

IV Discussion and Possible Action Items

The Board did not discuss or take any action on this item.

A Consider adoption of a Resolution approving and authorizing the funding of the Purchase Prices, the closing costs and other transaction costs as provided in the Real Estate Sales Contracts, attached to the Resolution, for the following two tracts of real property, and authorizing the Superintendent to execute any other documents necessary to acquire the Properties which were not previously authorized by Resolution:

A 26.2 acre tract of land, more or less, which is part of a 62.4 acre (2,716,735 square feet) tract of land out of the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, County Block 4345 and the Clementine Bundick Survey No, 13 ¹/₂, Abstract No. 992, County Block 4325 situated in Bexar County, Texas; and A 42.903 acre tract or parcel of land lying and being situated in the S.C. Craig Survey No. 13 ³/₄, Abstract No. 1077, C. B. 4341 and the Clementine Bundick Survey No. 13 ¹/₂ , Abstract No. 992, C. B. 4325, Bexar County Texas.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Called Board Meeting – July 15, 2020
MVISD Video/Teleconference System

V Workshop on Reopening School

Dr. Rohrbach, presenters and the Board proceeded with the Workshop on Reopening School.

VI Adjournment

Darren Calvert made a Motion, seconded by Jennilea Campbell, to adjourn the Called Board Meeting on July 15, 2020 at 9:36 pm. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon voted for the Motion. The motion passed.

Posted 7-8-20 at 4:15pm

Mario De Leon, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

QUOTE CONFIRMATION



DEAR KEN ENGLEHART,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LNFJ070	7/20/2020	LENOVO 100E	4249440	\$99,250.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Lenovo 100e Chromebook G2 11.6" A4-9120C 4GB RAM 32GB Chrome DSP Mfg. Part#: 82CD0000US-DROPSHIP Contract: Texas DIR Lenovo (DIR-TSO-3808)	500	6025013	\$175.00	\$87,500.00
Google Chrome Management Console License - Education Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: Texas Google DIR TSO 4180 (DIR-TSO-4180)	500	3577022	\$23.50	\$11,750.00

PURCHASER BILLING INFO	SUBTOTAL	AMOUNT
Billing Address: MEDINA VALLEY INDEP SCHOOL DISTRICT ACCTS PAYABLE 8449 FM 471 S CASTROVILLE, TX 78009-5313 Phone: (830) 931-2243 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$99,250.00
	DELIVER TO Shipping Address: MVISD CENTRAL ADMIN 8752 FM 471 S LA COSTE, TX 78039-1904 Shipping Method: DROP SHIP-COMMON CARRIER	
Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515		

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QUOTE CONFIRMATION



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QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LNDC662	7/17/2020	LENOVO 100E	4249440	\$122,673.00

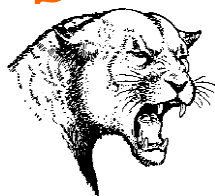
QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Lenovo 100e Chromebook G2 11.6" A4-9120C 4GB RAM 32GB Chrome DSP Mfg. Part#: 82CD0000US-DROPSHIP Contract: Texas DIR Lenovo (DIR-TSO-3808)	618	6025013	\$175.00	\$108,150.00
Google Chrome Management Console License - Education Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: Texas Google DIR TSO 4180 (DIR-TSO-4180)	618	3577022	\$23.50	\$14,523.00

PURCHASER BILLING INFO	SUBTOTAL	AMOUNT
Billing Address: MEDINA VALLEY INDEP SCHOOL DISRICT ACCTS PAYABLE 8449 FM 471 S CASTROVILLE, TX 78009-5313 Phone: (830) 931-2243 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$122,673.00
	DELIVER TO Shipping Address: MVISD CENTRAL ADMIN 8752 FM 471 S LA COSTE, TX 78039-1904 Shipping Method: DROP SHIP-COMMON CARRIER	
Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515		

Need Assistance? CDW•G SALES CONTACT INFORMATION		
	Mike Smith (866) 691-7123 miksmi@cdwg.com	

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MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT



"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider 2020-2021 MVISD Student Code of Conduct
Date: July 16, 2020

Board Policy FO(Legal) requires that the Board annually adopt the Student Code of Conduct. Medina Valley ISD uses the Texas Association of School Boards (TASB) model code of conduct in developing our code. TASB has not made any changes in the model code for the 2020-2021 school year. The recommended 2020-2021 MVISD Student Code of Conduct is identical to the 2019-2020 Student Code of Conduct. Once approved, the Code of Conduct will be translated to Spanish and will be posted in both English and Spanish.

Superintendent Recommendation: Approve the 2020-2021 MVISD Student Code of Conduct.



Medina Valley ISD
2020-21
Student Code of Conduct

Approved by Board on

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Lori Reeve, Administrative Assistant to the Superintendent, at lori.gill@mvisd.org or 830-931-2243.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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 Student Code of Conduct has been adopted by the Medina Valley ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator 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 Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code 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

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the Student Handbook or on the district's website at www.mvisd.com.

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation ;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony , as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

District administrators conduct routine blanket inspections and searches of lockers and desks.

Reporting Crimes

The principal or campus behavior coordinator 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.

“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.

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 as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting 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 in violation of the district’s Code resulting 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, school resource officer (SRO), or district police officer shall have the authority to refuse entry 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 the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate.

See **DAEP—Restrictions During Placement** on page 19, 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, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take 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, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain 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 in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques 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 Expulsion.)
- 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 conduct that constitutes 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.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- 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 or Expulsion.)
- 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 Texas Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP Placement and Expulsion.)

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 location-restricted knife;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- A firearm;
- A stun gun ;
- 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 for other than 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.

Note: For weapons and firearms, see DAEP Placement and Expulsion. In most 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 cellular telephone, 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 and Expulsion 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 of the physical or mental faculties. (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 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.
- 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.
- Cheat or copy the work of another.
- 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. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as 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 discipline practices. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

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 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 Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- 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.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- 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 individual 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 the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- 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.

Notification

The campus behavior coordinator 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 behavior coordinator 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 on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. 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 behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator 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, or campus behavior coordinator, 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 behavior coordinator's office, or the central administration office or through *Policy On Line* at the following address: <http://policyonline.tasb.org/home/index/883>.

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

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 behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' 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 behavior coordinator or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- 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

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

Removal from the Regular Educational Setting

When a student has been formally removed by a teacher for any other conduct, the student 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 any behavior listed in the Code 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 in grade 2 or below 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 Section 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 in grade 2 or below 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 behavior coordinator or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

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 conjunction 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 behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one 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 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, 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.

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 has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Texas 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 behavior coordinator **may**, but is not required to, 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 or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - 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, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- 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 the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if 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, the offending student shall be transferred to another campus in the district. 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 behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student 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 behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order 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 the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus behavior coordinator.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to 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.

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 commit offenses requiring placement in a DAEP 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 behavior coordinator 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.

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 FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through *Policy On Line* at the following address: <http://policyonline.tasb.org/home/index/883>.

Appeals shall begin at Level One with the campus behavior coordinator.

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

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 behavior coordinator 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 behavior coordinator 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.

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 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 behavior coordinator 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 behavior coordinator 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 continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

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.

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 administration 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 placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be 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 Student

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 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 behavior

coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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
- Have 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 these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator 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 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 behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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)

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 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 marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. 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 to 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, if the conduct is not punishable as a felony.
- 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 Section 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, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Carrying on or about the student’s person a handgun, a location-restricted knife, or a club, 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 DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;

- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Texas Penal Code

- Carrying on or about the student's person the following, as defined by the Texas Penal Code:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See glossary.)
 - A club, as defined in state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas 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 children.

- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- 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 behavior coordinator 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 behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- 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 Superintendent 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 hear statements made by the parties at the review and shall 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 behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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 Superintendent 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 Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to 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 has violated the district's Code in a way that 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 behavior coordinator 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 behavior coordinator 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 continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas 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 Texas 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 Texas Penal Code 28.02 as:

1. A crime that involves 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:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. 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. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as 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 Texas 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 in Section 37.0832 of the Education Code 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 of 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 Texas 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 Texas Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Criminal street gang is 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 Section 37.0832 of the Education Code 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.

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 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. 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 Texas 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 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 weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are 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 Texas Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
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 Section 37.001(b)(2) of the Education Code.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is defined in Section 37.001(b)(3) of the Education Code 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 Texas 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 Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her 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 Texas Civil Practices and Remedies Code 98B.001 and Texas 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 Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles as defined by Texas Penal Code 46.01 are 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 Texas 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, clothing, purse, or backpack; 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; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Texas 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:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Texas 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, 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 Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force 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, Texas Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Texas Penal Code;
 - b. Indecent exposure under Section 21.08; Texas Penal Code;
 - c. Criminal mischief under Section 28.03, Texas Penal Code;
 - d. Personal hazing under Section 37.152, Education Code; or
 - e. Harassment under Section 42.07(a)(1), Texas Penal Code, 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 school work 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 Texas 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 Texas 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 Section 46.01 of the Texas Penal Code 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 Texas Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05, Texas Penal Code;

- Kidnapping under Section 20.03, Texas Penal Code;
- Trafficking of persons under Section 20A.02, Texas Penal Code ;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06, Texas Penal Code ;
- Assault under Section 22.01, Texas Penal Code ;
- Aggravated assault under Section 22.02, Texas Penal Code ;
- Sexual assault under Section 22.011, Texas Penal Code ;
- Aggravated sexual assault under Section 22.021, Texas Penal Code ;
- Unlawful restraint under Section 20.02, Texas Penal Code;
- Continuous sexual abuse of a young child or children under Section 21.02, Texas Penal Code;
- Bestiality under Section 21.09, Texas Penal Code;
- Improper relationship between educator and student under Section 21.12, Texas Penal Code;
- Voyeurism under Section 21.17, Texas Penal Code ;
- Indecency with a child under Section 21.11, Texas Penal Code;
- Invasive visual recording under Section 21.15, Texas Penal Code ;
- Disclosure or promotion of intimate visual material under Section 21.16, Texas Penal Code ;
- Sexual coercion under Section 21.18, Texas Penal Code ;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04, Texas Penal Code;
- Abandoning or endangering a child under Section 22.041, Texas Penal Code;
- Deadly conduct under Section 22.05, Texas Penal Code;
- Terroristic threat under Section 22.07, Texas Penal Code ;
- Aiding a person to commit suicide under Section 22.08, Texas Penal Code; and
- Tampering with a consumer product under Section 22.09, Texas Penal Code.

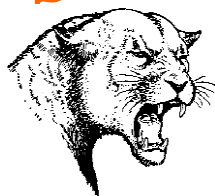
[See FOC(EXHIBIT).]

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 influence” 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 Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT



"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider District Lunch Menu Pricing
Date: July 16, 2020

Schools are required to charge students for paid meals at a price that is, on average, equal to the difference between free meal reimbursement and the paid meal reimbursement. Schools that currently charge less for meal prices than the amount needed to create paid lunch equity are required to (1) gradually increase their prices over time until they meet the requirement or (2) supplement their food service operating funds with non-federal funds to ensure equity. The current nationwide average is \$3.09. We are recommending that Elementary be set at \$2.75 and Secondary at \$3.00. This is an increase of \$0.20 from 2019-2020 pricing.

Recommendation: Approve the 2020-2021 paid meal prices at \$2.75 for elementary and \$3.00 for secondary.



The following provides guidance on the calculations the SFAs can use in order to ensure they are in compliance with the requirements for School Year (SY) 2020-21. **This tool is for the contiguous States.**

SY 2020-21 Paid Lunch Equity Calculations

For SY 2020-21, SFAs which, on a weighted average, charged less than the target weighted average price of **\$3.09 (\$3.62 in Hawaii, Guam, The U.S. Virgin Islands, & Puerto Rico and \$5.01 in Alaska)** for paid lunches in SY 2019-20 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount per meal increase will be calculated using 2 percent rate increase plus the Consumer Price Index (2.94 percent), totaling **4.94** percent.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2019-20 when calculating the weighted average lunch price increase for SY 2020-21. For example, if the unrounded SY 2019-20 requirement was \$2.98 but the SFA opted to round down to \$2.95, the calculation of the SY 2020-21 requirement is based on the \$2.98 unrounded SY 2019-20 requirement.

If an SFA raised its weighted average paid lunch price above the required amount in SY 2019-20, that excess paid lunch price increase may be subtracted from the total SY 2020-21 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the weighted average price calculations. Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2019-20, the shortfall must be added to the total SY 2020-21 average weighted paid lunch price adjustment requirement.

Use of Non-Federal Sources Calculation

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies that by the difference between the SY 2019-20 weighted average paid lunch price requirement and the SY 2019-20 weighted average paid lunch price.

Sources of Non-Federal Funds

Beginning in SY 2013-14, FNS expanded the definition of a non-Federal source to include all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and participation in the breakfast program. FNS has received positive response to this flexibility.

Therefore, for SY 2020-21, SFAs may continue to count as a non-Federal source:

1. Per-meal non-Federal reimbursement for any paid meal (breakfast, lunch, etc.)
2. Any funds provided by organizations for *any paid* meal
3. Any proportion attributable to *paid meals* from direct payments made from school district funds to support lunch service

Credit for Excess Non-federal Funds

If an SFA's SY 2019-20 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2020-21 contribution requirement. Further, if the SY 2019-20 estimate was less than required, additional funds from non-Federal sources must be added. The non-Federal Calculator tab in the PLE Tool for determining the estimated amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch prices (i.e., credit any extra funds contributed and account for any shortfalls when determining the amount of non-Federal funds requirement for the next school year).

SY 2020-21 PLE Tool

The first tab of the SY 2020-21 PLE Tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print and read the instructions before attempting to complete the calculations.

To assist SFAs making these required PLE calculations, the attached SY 2020-21 PLE Tool makes the following calculations:

- Weighted average paid lunch price for SY 2019-20
- Required average weighted paid lunch price increase for SY 2020-21
- Required non-Federal source contribution required for SY 2020-21

The PLE Tool takes into account adjustments to paid lunch prices made by the SFA in SY 2019-20 to calculate any credit or shortfall the SFA may have accrued for SY 2019-20. For SFAs that opted to contribute non-Federal funds, the PLE Tool also calculates credits and shortfalls for the SY 2020-21 required non-Federal contribution.

Additionally, the SY 2020-21 PLE Tool includes a feature that makes calculations for SFAs that wish to split the SY 2020-21 requirement by both raising prices and contributing non-Federal funds. This option may be attractive to SFAs that do not want to raise the weighted average paid lunch price the entire amount that is required.

To use the attached SY 2020-21 PLE Tool, SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2020-21:

- SY 2019-20 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price
- All paid lunch prices for October 2019
- Number of paid lunches served associated with each paid lunch price in October 2019

SFAs that have opted to contribute non-Federal sources also need:

- The total number of paid lunches served in SY 2018-2019
- The total dollar amount of SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18, SY 2018-19 and SY 2019-2020 non-Federal contribution

SFAs that wish to split the SY 2020-21 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE Tool includes a report that SFAs can use to track the information they will need to make their SY 2021-22 calculations. SFAs can print the report and keep it in their records.

Step 1	
Enter the SY 2019-20 Unrounded Price Requirement in the box below	SY 2020-21 Weighted Average Price Requirement
<i>This is found in Section 1: Box A of the SY 2019-20 REPORT from the SY 2019-20 tool or below (Price 2)</i>	Requirement price to the nearest cent
\$ 2.94	\$ 3.09
<small>Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)</small>	

Last year should have increased to \$2.94 weighted average. Since we had an excess fund balance, I used the exemption to not increase.

Complete if you do NOT know your SY 2019-20 Unrounded Price Requirement		
Annual Unrounded Requirement Finder		
Enter the SY 2010-11 Weighted Average Price below		
<small>** The weighted average price for SY 2010-11 is the weighted average of all paid lunch prices charged in the SFA</small>		
SY 2010-11 Weighted Average Price	Unrounded Price Requirements	
	Price 1: SY 2018-19 Requirement price to the nearest cent	Price 2: SY 2019-20 Requirement price to the nearest cent
	\$ -	\$ -
SY 17-18	\$ -	
SY 16-17	\$ -	
SY 15-16	\$ -	
SY 14-15	\$ -	
SY 13-14	\$ -	
SY 12-13	\$ -	
SY 11-12	\$ -	
If you do not know your SY2010-2011 Weighted Average Price CLICK HERE		
<small>Note: The SY 2019-20 requirement is based on price increase requirements from SY 2011-12 through SY 2018-19.</small>		

Use the links below to go to the next step:

Click here to go to SY 2020-21 Price Calculator
Click here to go to SY 2020-21 Non-Federal Source Calculator
Click here to go to SY 2020-21 Split Calculator

[Go to Instructions](#)

Note: This tool is created to allow the user to only enter the weighted average price. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

SY 2020-21 Price Adjustment Calculator

[Go to Instructions](#)

SY 2020-21 Weighted Average Price Requirement	
Requirement price to the nearest cent	<i>Optional price requirement</i> ROUNDED DOWN to nearest 5 cent
\$ 3.09	\$ 3.05
Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)	

\$3.09 is the weighted average we should be at for the 20/21 SY. Since we are behind, USDA allows us to gradually increase each year but keep in mind that most years, the required price also increases.

SY 2019-20 Weighted Average Price Calculator			
Enter the paid prices and number of paid lunches sold at each price for October 2019.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2019-20 Weighted Average Price
1.	2,561 \$ 2.55	\$ 6,530.55	
2.	1,931 \$ 2.55	\$ 4,924.05	
3.	4,456 \$ 2.55	\$ 11,362.80	
4.	3,301 \$ 2.55	\$ 8,417.55	
5.	3,927 \$ 2.80	\$ 10,995.60	
6.	6,212 \$ 2.80	\$ 17,393.60	
7.	10,565 \$ 2.80	\$ 29,582.00	
8.		\$ -	
9.		\$ -	
10.		\$ -	
TOTAL	32,953	\$ 89,206.15	\$ 2.71
Note: SY 2019-20 Weighted Average Price equal to or above the target price of \$3.09 are compliant for SY 2020-21. \$3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.			

\$2.71 is the current weighted average based on our current meal prices.

Total Price Increase for SY 2020-21
\$ 0.34

Required price increase for SY 2020-21 (with 10 cent cap)
\$ 2.81

Remaining increase carried forward to SY 2021-22
\$ 0.24

Remaining credit carried forward to SY 2021-22
\$ -

[Go to SY 2020-21 Report](#)

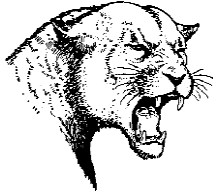
Step 3 (Optional)

Pricing Estimation Calculator			
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	2,561 \$ 2.75	\$ 7,042.75	
2.	1,931 \$ 2.75	\$ 5,310.25	
3.	4,456 \$ 2.75	\$ 12,254.00	
4.	3,301 \$ 2.75	\$ 9,077.75	
5.	3,927 \$ 3.00	\$ 11,781.00	
6.	6,212 \$ 3.00	\$ 18,636.00	
7.	10,565 \$ 3.00	\$ 31,695.00	
8.		\$ -	
9.		\$ -	
10.		\$ -	
TOTAL	32,953	\$ 95,796.75	\$ 2.91

If we increase the meal prices to \$2.75 for Elementary and \$3.00 for Secondary, it'll place us at \$2.91 weighted average.

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality. February 2020

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT



"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider TASB Delegate and Alternate for the 2020 TASB Delegate Assembly
Date: July 16, 2020

The TASB Delegate Assembly is held annually at the TASA/TASB Convention. Each local school board may appoint a delegate and an alternate for the assembly. This year's TASA/TASB Convention will be held October 2-4 at the Kay Bailey Hutchison Convention Center in Dallas.

Superintendent Recommendation: Appoint a delegate and an alternate to the delegate assembly.

**PROPOSED JULY BUDGET AMENDMENT
2019-20 GENERAL FUND**

	2019-2020 ADOPTED BUDGET (AS OF 9/01/19)	2019-2020 AMENDED BUDGET (AS OF 3/26/20)	2019-2020 CURRENT AMENDMENTS (AS OF 7/20/20)	2019-2020 AMENDED BUDGET (AS OF 7/20/20)
Estimated Revenues				
5700 LOCAL AND INTERMEDIATE REVENUES	\$ 22,174,000	\$ 22,174,000	\$ -	\$ 22,174,000
5800 STATE PROGRAM REVENUES	\$ 28,521,324	\$ 29,171,324	\$ -	\$ 29,171,324
5900 FEDERAL REVENUES	\$ 330,000	\$ 780,000	\$ -	\$ 780,000
7900 OTHER SOURCES	\$ -	\$ -	\$ -	\$ -
Total Estimated Revenue	\$ 51,025,324	\$ 52,125,324	\$ -	\$ 52,125,324
Appropriations				
11 INSTRUCTION	\$ 28,698,107	\$ 28,875,031	\$ -	\$ 28,875,031
12 INSTRUCTIONAL RESOURCES/MEDIA SERVICES	\$ 456,329	\$ 456,329	\$ 100,000	\$ 556,329
13 CURRICULUM & INSTRUCTIONAL STAFF DEVELOPMENT	\$ 531,777	\$ 588,285	\$ 50,000	\$ 638,285
21 INSTRUCTIONAL LEADERSHIP	\$ 1,021,222	\$ 1,074,888	\$ 20,000	\$ 1,094,888
23 SCHOOL LEADERSHIP	\$ 2,389,050	\$ 2,440,550	\$ 200,000	\$ 2,640,550
31 GUIDANCE, COUNSELING & EVALUATION SERVICES	\$ 1,265,928	\$ 1,411,023	\$ 110,000	\$ 1,521,023
32 SOCIAL WORK SERVICES	\$ 327,569	\$ 327,569	\$ 25,000	\$ 352,569
33 HEALTH SERVICES	\$ 672,346	\$ 672,346	\$ (100,000)	\$ 572,346
34 STUDENT (PUPIL) TRANSPORTATION	\$ 3,065,615	\$ 4,246,455	\$ -	\$ 4,246,455
36 EXTRA-CURRICULAR ACTIVITIES	\$ 1,577,691	\$ 1,577,691	\$ -	\$ 1,577,691
41 GENERAL ADMINISTRATION	\$ 1,499,732	\$ 1,499,732	\$ -	\$ 1,499,732
51 PLANT MAINTENANCE & OPERATIONS	\$ 6,728,960	\$ 6,813,960	\$ (475,000)	\$ 6,338,960
52 SECURITY AND MONITORING	\$ 960,033	\$ 516,960	\$ -	\$ 516,960
53 DATA PROCESSING SERVICES	\$ 1,330,425	\$ 1,723,686	\$ 120,000	\$ 1,843,686
61 COMMUNITY SERVICES	\$ 45,540	\$ 45,540	\$ -	\$ 45,540
81 FACILITIES AND CONSTRUCTION	\$ 50,000	\$ 50,000	\$ (50,000)	\$ -
95 JUVENILE JUSTICE ALTERNATIVE	\$ 5,000	\$ 5,000	\$ -	\$ 5,000
99 OTHER INTERGOVERNMENTAL CHARGES	\$ 400,000	\$ 400,000	\$ -	\$ 400,000
8900 OTHER USES	\$ -	\$ -	\$ -	\$ -
Total Appropriations	\$ 51,025,324	\$ 52,725,045	\$ -	\$ 52,725,045
Net (Revenues Less Appropriations)	\$ -	\$ (599,721)	\$ -	\$ (599,721)
Current Year Beginning Fund Balance				\$ 19,638,106
CY Fund Balance Surplus Deficit				\$ (599,721)
Estimate Current Year Ending Fund Balance				\$ 19,038,385

* Increases are requested in order to ensure we comply with TEA requirements of not exceeding a functional budget.

**PROPOSED JULY BUDGET AMENDMENT
2019-20 DEBT SERVICE FUND**

	2019-2020 ADOPTED BUDGET (AS OF 9/01/19)	2019-2020 AMENDED BUDGET (AS OF 5/18/20)	2019-2020 CURRENT AMENDMENTS (AS OF 7/20/20)	2019-2020 AMENDED BUDGET (AS OF 7/20/20)
Estimated Revenues				
5700 LOCAL AND INTERMEDIATE REVENUES	\$ 9,848,098	\$ 9,848,098	\$ 225,294	\$ 10,073,392
5800 STATE PROGRAM REVENUES	\$ 123,190	\$ 123,190	\$ 10,427	\$ 133,617
5900 FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -
Total Estimated Revenue	\$ 9,971,288	\$ 9,971,288	\$ 235,721	\$ 10,207,009
Appropriations				
11 INSTRUCTION	\$ -	\$ -	\$ -	\$ -
12 INSTRUCTIONAL RESOURCES/MEDIA SERVICES	\$ -	\$ -	\$ -	\$ -
13 CURRICULUM & INSTRUCTIONAL STAFF DEVELOPMENT	\$ -	\$ -	\$ -	\$ -
21 INSTRUCTIONAL LEADERSHIP	\$ -	\$ -	\$ -	\$ -
23 SCHOOL LEADERSHIP	\$ -	\$ -	\$ -	\$ -
31 GUIDANCE, COUNSELING & EVALUATION SERVICES	\$ -	\$ -	\$ -	\$ -
32 SOCIAL WORK SERVICES	\$ -	\$ -	\$ -	\$ -
33 HEALTH SERVICES	\$ -	\$ -	\$ -	\$ -
34 STUDENT (PUPIL) TRANSPORTATION	\$ -	\$ -	\$ -	\$ -
36 EXTRA-CURRICULAR ACTIVITIES	\$ -	\$ -	\$ -	\$ -
41 GENERAL ADMINISTRATION	\$ -	\$ -	\$ -	\$ -
51 PLANT MAINTENANCE & OPERATIONS	\$ -	\$ -	\$ -	\$ -
52 SECURITY AND MONITORING	\$ -	\$ -	\$ -	\$ -
53 DATA PROCESSING SERVICES	\$ -	\$ -	\$ -	\$ -
61 COMMUNITY SERVICES	\$ -	\$ -	\$ -	\$ -
71 DEBT SERVICE	\$ 9,971,288	\$ 12,146,288	\$ 25,000	\$ 12,171,288
81 FACILITIES AND CONSTRUCTION	\$ -	\$ -	\$ -	\$ -
95 JUVENILE JUSTICE ALTERNATIVE	\$ -	\$ -	\$ -	\$ -
99 OTHER INTERGOVERNMENTAL CHARGES	\$ -	\$ -	\$ -	\$ -
8900 OTHER USES	\$ -	\$ -	\$ -	\$ -
Total Appropriations	\$ 9,971,288	\$ 12,146,288	\$ 25,000	\$ 12,171,288
Net (Revenues Less Appropriations)	\$ -	\$ (2,175,000)	\$ 210,721	\$ (1,964,279)
Current Year Beginning Fund Balance				\$ 4,198,590
CY Fund Balance Surplus Deficit				\$ (1,964,279)
Estimate Current Year Ending Fund Balance				\$ 2,234,311

* Increases are requested in order to ensure we comply with TEA requirements of not exceeding a functional budget.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT



"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Discussion on Return-to-School Plan for 20-21
Date: July 16, 2020

We will continue discussing return to school plans for 20-21 based on the Board Workshop discussion and subsequent Task Force meetings.



MVISD Task Force on Reopening Schools

TASK FORCE RECOMMENDATIONS

PREPARED FOR SCHOOL BOARD MEETING HELD ON 7-20-2020

Current Registration Data (as of 7/19/2020)

▶ MVIDS Total Registered	2,069
▶ In-Person Instruction	927 (44.8%)
▶ Remote Instruction	1,142 (55.2%)
▶ Bus Riders	480

Bexar County Directive

This directive will require that Luckey Ranch Elementary be closed for in-person instruction until at least September 8.

Health Directive

Due to moderate to sustained community transmission of COVID-19 in San Antonio, and pursuant to the Texas Health & Safety Code §81.082, the Local Health Authority for Bexar County and the City of San Antonio, issues this Directive imposing restrictions on all public and private schools (“**School Systems**”) offering instruction to students in any grades from pre-kindergarten through grade 12.

The following requirements are effective July 17, 2020:

- School systems must not re-open schools for on-campus, face-to-face instruction until after September 7th, 2020, although a School Board may accommodate families without Internet access/devices by providing access to remote learning as possible, or by otherwise addressing consistent with guidance issued by the Texas Education Agency.
- Virtual instruction is allowed consistent with individual district or school academic plans. Instructors may use classrooms for video streaming if they are alone in the classroom and building occupancy does not exceed 10%.
- All school sponsored events and activities, including but not limited to extracurriculars, fairs, exhibitions, academic and/ or athletic competitions, must not take place in person, on or off campus, until school systems resume on-campus instruction.
- By no later than Friday, August 21, 2020, each School System shall develop a written plan with safety and health protocols for resuming on-campus instruction and extracurricular activities. School systems must make the plan available to parents and the general public.

I believe this directive includes appropriate control measures based on the higher risk for spread of COVID-19 in schools due to their confined spaces, and the challenge for children in following social distancing and hygiene guidelines.

The start of on-campus instruction and activity may be delayed further based on ongoing monitoring and assessment of public health mitigation conditions.

This directive is issued under my authority as the Local Health Authority for Bexar County and the City of San Antonio on this the 17th day of July 2020.



C. Junda Woo, MD, MPH
Bexar County Health Authority

Remote Asynchronous Letter of Intent

- ▶ The Remote Asynchronous Letter of Intent was submitted to TEA on July 16, 2020.
- ▶ The Remote Asynchronous Plan template is scheduled to be released by TEA on July 20, 2020.
- ▶ The Remote Asynchronous Plan will require Board approval prior to submission.

Approved Learning Plan: Available from TEA on 7/20/20

- Outlines expected time for students to interact with academic content.
- Outlines expected time for students to interact with teacher(s) and receive instructional support.
- District has adopted a full, TEKS aligned curriculum that can be executed in an AI environment.
- Instructional materials include specifically designed resources to support students with Disabilities and English Learners in an AI environment.

Approved Learning Plan: Available from TEA on 7/20/20 (continued)

- Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment.
- There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress.
- Professional development for educators is planned and specific to supporting asynchronous instruction.
- There is explicit communication and support for families in order to support asynchronous work at home.





Sabía usted que casi toda información por medio de la web de MVISD se puede traducir a diferentes idiomas? Solo necesita que hacer clic en la palabra "Translate" de la página web de MVISD y escoja Espanol.

Updates from the District

[07/09/20 06:00 PM UPDATE < TAP OR CLICK FOR FULL ARTICLE](#)

Medina Valley Families, Please help us plan for the 2020-2021 school year by registering your students as soon as possible. Registration begins on Monday 7/13/20.

[07/08/20 05:00 PM UPDATE < TAP OR CLICK FOR FULL ARTICLE](#)

Remote Learning Explained

Medina Valley ISD Distance Learning
adapted from the TEA Asynchronous Model

- Attendance is taken daily.
- Assignments, expectations and rigor will mirror the assignments given in the classroom.
- Students must work on their assignments **DAILY**.
- Pre-recorded video instruction will be posted in the student Learning Management System (PreK-2 Seesaw & 3-12 Google Classroom)
- Individualized and small group instruction provided via Google Meet.
- Strong communication between parents and teachers.

Devices for Remote Learning

- ▶ Device lending was used during the spring closure and is being used for summer school. Hotspots have also been lent to students for summer school.
- ▶ Based on student need in the spring semester and feedback from campus principals, the District is confident that we will be able to provide a device and a hotspot to those students who do not have a device and/or connectivity at home.

TRANSPORTATION

▶ Recommendations:

- ▶ Require parents to register their student(s) for bus transportation in order to get accurate ridership counts.
- ▶ Require all students to wear masks on buses. Special needs situations will be evaluated on a case-by-case basis.
- ▶ Require students to use hand sanitizer when entering and exiting buses.
- ▶ Sanitizing of buses after each route.
- ▶ When possible, one student per seat. Two per seat may be necessary on routes with heavy ridership.
- ▶ On end-of-day routes, students will be loaded on the bus in reverse order that they will be dropped off. Students seated at the front of the bus are those who will be dropped off first, with those at the back being dropped off last. Campus staff will facilitate organizing students for loading. Transportation will provide the student loading list.

TRANSPORTATION (cont'd)

▶ Recommendations:

- ▶ For parent drop-off/pick-up, car drop-off/pick-up is preferred at all campuses. Parents will remain in their vehicles for car drop-off/pick-up.
- ▶ Parent/walker drop-off/pick-up will be available only if the parent walked to the campus, or if their child must be buckled into a booster seat. Walk-up drop-off/pick-up is not allowed at secondary campuses. Walker parents may not line up for pick-up until 3:00 pm and must observe social distancing. A mask must be worn when picking up a student.

FOOD SERVICE

▶ Recommendations:

- ▶ Campuses will redesign cafeteria seating, **arranging tables in a configuration that best allows for social distancing. Dividers may be used in order to meet seating capacity needs of a campus.** ~~All seats will face in a single direction when possible. Additional spacing between students will be designated.~~
- ▶ Additional lunch periods will be added due to limiting the number of students that can dine in each cafeteria during a lunch period.
- ▶ Students will use hand sanitizer when entering and exiting the cafeteria.
- ▶ Students will be required to wear masks when entering and exiting the cafeteria. Students will remove their masks when eating and replace the mask immediately following their meal.
- ~~▶ Dividers will be used at the high school due to table design (round tables). Rectangular tables will be used to add additional seating. Tables/surfaces will be sanitized between lunch periods.~~
- ▶ Lunch period will be closed to visitors due to limited seating capacity and safety.
- ▶ “Grab and go” breakfast at all campuses.
- ▶ Curbside meal pick-up will be available at designated locations for students opting for remote learning.
- ▶ **Students may bring their lunch, but no outside food deliveries will be accepted.**

CLASSROOM/COMMON AREA CONSIDERATIONS

▶ Recommendations:

- ▶ Hand sanitizer will be available in every classroom. Students will use sanitizer when entering and exiting each classroom.
- ▶ Students will be spaced as far apart as possible given each subject/grade-level, and classroom design. Social distancing within the parameters of each classroom will be a primary focus on each campus.
- ▶ Class size ratios will follow TEA guidelines.
- ▶ Students will wear masks in accordance with state and local guidelines.
- ▶ When possible, electives that involve large class sizes will gather outside.
- ▶ Appropriate safety protocols will be followed for hands-on coursework (e.g. welding course) and small-group lab work.
- ▶ Restroom and office passes will be single-use paper passes, rather than a pass that is reused by multiple students.
- ▶ Students will be encouraged to use safe practices in hallways by wearing masking and not lingering in hallways.

CLASSROOM/COMMON AREA CONSIDERATIONS (Cont'd)

▶ Recommendations:

- ▶ Signage will be posted prominently regarding common area procedures.
- ▶ Hand sanitizer will be available outside each common area restroom.
- ▶ Restrooms will be cleaned/sanitized throughout the day, focusing on frequently touched surfaces (door handles, flush handles, counter surfaces, faucets, toilet seats)
- ▶ Classroom sanitizing will occur between periods and/or during conference periods.
- ▶ Playground equipment will be sanitized regularly.
- ▶ Library books will be “quarantined” for 72 hours after being returned, before being re-shelved.
- ▶ Water Fountains – no final decision has been made yet on this. More research is needed. If water fountains are not used, we will need a plan for students to carry water bottles and a plan for them to be able to refill those bottles.

UIL/EXTRACURRICULAR PARTICIPATION

- ▶ The UIL issued guidance last week stating that students who choose the remote learning option are eligible to participate in athletics and other UIL activities as long as they meet all other eligibility requirements. It is up to local districts to determine if they are allowed to participate.
- ▶ Recommendations:
 - ▶ Allow students who choose remote learning to participate in athletics under the following conditions:
 - ▶ Meet all eligibility requirements
 - ▶ Must attend athletic period and practice at the campus.
- ▶ Meetings will be held this week to discuss band and other UIL and extracurricular events. Once those meetings are held, recommendations will be made.

DISTRICT PROTOCOLS FOR COVID-19 POSITIVE PERSONS OR CLOSE-CONTACT

- ▶ Nurse Coordinator Tina Schmelzer and Safety Coordinator Tanya Stivors are heading up a sub-committee to develop district protocol to be followed if a student or staff member tests positive for COVID-19, exhibits symptoms of COVID-19, or has close contact with a person that has COVID-19. They will seek advice from the two county health departments, and will consider guidelines provided by the Department of State Health Services and CDC.
- ▶ A few of many considerations in developing the response protocol:
 - ▶ How is “exposure” defined? Define when quarantine must happen based on exposure to infected person (degrees of separation from that person).
 - ▶ If a classroom or group is exposed, does everyone affected move to remote instruction?
 - ▶ If a teacher is exposed and quarantined, will the teacher continue to teach remotely if able? (asymptomatic but tests positive).
 - ▶ Who will be authorized to make the call to require quarantine? At what point does the superintendent close a wing/section of a campus or an entire campus?

INFORMATIONAL VIDEO

An informational video will be produced with guidance on all new procedures, including bus procedures, cafeteria procedures, classroom procedures, etc.

August 17, 2020 – Monday

September 21, 2020 – Monday

October 19, 2020 – Monday

November 16, 2020 – Monday

December 17, 2020 – **Thursday** (Dec 21st is the beginning of Winter Break)

January 19, 2021 – **Tuesday** (Jan 18th is Martin Luther King Jr. Day- student/staff holiday)

February 15, 2021 – Monday

March 22, 2021 – Monday (Because of Spring Break)

April 19, 2021 – Monday

May 17, 2021 – Monday

June 21, 2021 – Monday

July 19, 2021 – Monday