



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Monday, August 17, 2015
6:00 PM**

**AGENDA OF REGULAR MEETING
 MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 BOARD OF TRUSTEES
 MONDAY, AUGUST 17, 2015 – 6:00 PM
 Marble Falls ISD Central Office Community Room**

Notice is hereby given that on August 17, 2015, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

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

1. Call to Order
 Presenter: Rick Edwards, President
2. Roll Call
 Presenter: Rick Edwards, President
3. Invocation
 Presenter: Larry Berkman
4. Pledge to the Flags
 Presenter: Lee Ann Johnson
5. Citizen Comments
6. Consent Agenda
 - A. Approval of Minutes from July 13th Regular Meeting, July 13th Special Meeting and August 4th Special Meeting 4
 - B. Approval of Financial Report 9
 - C. Approval of Budget Amendments 31
 - D. Approval of the Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale 32
 Presenter: Wade Stanford
 - E. Approval to Join Harris County Department of Education Purchasing Cooperative and 1 Governmental Procurement Alliance 40
 Presenter: Lisa LeMon
 - F. Purchasing Cooperative Report 46
 Presenter: Lisa LeMon
 - G. Approval of Amendments to policy FNF(Local) 47
 - H. Approval of Authorized Representative Add Form for First Republic Lone Star Investment Pool 56
7. Action Items
 - A. Discussion and Possible Approval of 2015-2016 Parent/Student Handbooks and Code of Conduct 58
 Presenter: Michael Pittard
 - B. Discussion and Possible Approval of TEA Innovative Course- Student Leadership Course 433
 Presenter: Leslie Baty
 - C. Discussion and Possible Approval of Expenditure for Additional Facility 437

Improvements

Presenter: Michael Phillips

- 8. Superintendent's Report
 - A. Approval of the Swim Project for 2015-2016 School Year 440
 - B. Marble Falls ISD Accountability Ratings and AP Scores 449Presenter: Melissa Fields
- 9. Executive Session
 - A. Discussion of Professional Personnel (TX. Govt Code 551.074) 471
- 10. Reconvene From Executive Session
- 11. Discussion and Possible Approval of Action Arising from Executive Session
 - A. Discussion and Possible Approval of Professional Personnel
- 12. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Dr. Chris Allen, Superintendent of Schools

Marble Falls Independent School District
Board Meeting Minutes
July 13, 2015

Rick Edwards, President, called the regular meeting to order at 7:34 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Mike Savage, Larry Berkman, Kevin Naumann
Kelly Fox, Karl Westerman and Lee Ann Johnson

Board Members Absent: None

Administrators Present: Wade Stanford, Michael Haley, Michael Pittard, Bruce Peckover,
Manny Lunoff, Michael Phillips, George Hamilton and Vicki
Crouse

Members of the Press: Emily Hilley-Sierzchula

Special Recognitions

Grant from Rainwater Revival

Bruce Peckover, Executive Director of CTE and Communications, introduced Manny Lunoff, Marble Falls High School Principal and Kathi Thomas with Rainwater Revival. Marble Falls ISD is one of 7 schools receiving \$1,000.

Citizen Comments

No one requested to speak.

Consent Agenda

Upon a motion by Kelly Fox, second by Lee Ann Johnson, the Board approved the following:

- Minutes from June 15th Regular Meeting
- Minutes from June 16th Special Meeting
- Minutes from June 17th Special Meeting
- Minutes from June 22nd Special Meeting
- Financial Report
- Copier Lease Agreement
- Student Athletic Insurance
- Election Service Contract with Burnet County for the 2015-2016 School Year
- Appraisal Calendar and PDAS Certified Appraisers

For: 7 Against: 0 Absent: 0

Action Items

Discussion and Possible Approval of Bathroom Partitions at the High School

Michael Phillips, Director of Maintenance, addressed the Board regarding the bid process and gave an update on the ongoing projects around the District.

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the recommendation to hire Triple R Specialties for the 6 week build of partitions at the high school.

For: 7 Against: 0 Absent: 0

Executive Session

At 7:48 p.m. the Board adjourned into executive session to discuss professional personnel including the employment of Superintendent (TX Govt. Code 551.074)

The Board reconvened from executive session at 8:21 p.m.

Discussion and Possible Approval of Action Arising from Executive Session

Professional Staff

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the hiring of the professional staff on probationary contracts based on assignment.

For: 7 Against: 0 Absent: 0

Superintendent

A motion was made by Lee Ann Johnson and seconded by Kevin Naumann to name Dr. Chris Allen for the position of Superintendent of Schools for Marble Falls ISD beginning July 22, 2015.

For: 7 Against: 0 Absent: 0

Adjournment

Hearing no objection, the Board adjourned at 8:22 p.m.

Approved:

Rick Edwards, President

Lee Ann Johnson, Secretary

Marble Falls Independent School District
Board Meeting Minutes
July 13, 2015

Rick Edwards, President, called this special meeting to order at 6:00 p.m. at 103 Gateway Parkway, Marble Falls, TX 78654. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kevin Naumann, Karl Westerman, Mike Savage, Lee Ann Johnson, Kelly Fox and Larry Berkman

Board Members Absent: None

Individuals Present: Dr. Chris Allen, Natalie Allen, Caleb Allen, Joshua Allen, Kim Edwards, Tammy Berkman, Rachel Naumann, Melinda Savage, Crockett Savage, Sheryl Westerman, Amanda Johnson, Krystal Dunk, Justin Dunk, Payton Dunk and Preston Dunk

Members of the Press: None

Executive Session

The Board moved into Executive Session at 6:15 p.m. to consider and discuss employment and duties of Superintendent (TX Govt. Code 551.074)

The Board reconvened into Open Session at 7:10 p.m.

Adjournment:

Hearing no objection the Board adjourned at 7:10 p.m.

Approved:

Rick Edwards, President

Lee Ann Johnson, Secretary

Marble Falls Independent School District
Board Meeting Minutes
August 4, 2015

Rick Edwards, President, called this special meeting to order at 10:32 a.m. at Marble Falls High School Library, Marble Falls, TX 78654. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kevin Naumann, Lee Ann Johnson and Larry Berkman

Board Members Absent: Karl Westerman, Mike Savage and Kelly Fox

Individuals Present: Dr. Chris Allen, Lisa LeMon, Wade Stanford and Michael Phillips

Members of the Press: None

Action Items

Discuss and Possibly Approve the Resolution Approving the Recruitment and Retention Incentive Program

Lisa LeMon, Director of Business Operations, presented the Board with a resolution to approve a check of \$100 to be given to each staff member during Convocation.

Upon a motion by Kevin Naumann, second by Lee Ann Johnson, the Board approved the recruitment and retention incentive program.

For: 4 Against: 0 Absent: 3

Discuss and Possibly Approve the Pavement and Drainage Upgrades and Improvements at the High School

Michael Phillips, Director of Maintenance, gave his recommendation to award the project to Nelson Lewis based on price, local vendor and previous work performed for the District.

Upon a motion by Lee Ann Johnson, second by Kevin Naumann, the Board approved Nelson Lewis Construction Inc. to complete paving and drainage upgrades at the cost of \$208,550.00

For: 4 Against: 0 Absent: 3

Executive Session

The Board moved into Executive Session at 11:10 a.m. to consider and discuss professional personnel (TX Govt. Code 551.074)

The Board reconvened into Open Session at 11:35 a.m.

Discussion and Possible Approval of Action Arising from Executive Session

Dr. Chris Allen recommended to hire all staff as presented.

Upon a motion by Kevin Naumann, second by Larry Berkman, the Board approved all recommendations as presented.

For: 4 Against: 0 Absent: 3

Adjournment:

Hearing no objection the Board adjourned at 11:35 a.m.

Approved:

Rick Edwards, President

Lee Ann Johnson, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of July 31, 2015

8%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
5710	LOCAL TAX REVENUES	\$ 32,973,352	\$ 111,569	\$ 32,861,783	0.34%	\$ 31,478,656	\$ 31,174,242	99.03%	
57XX	OTHER LOCAL REVENUES	\$ 323,000	\$ 9,573	\$ 313,427	2.96%	\$ 3,219,319	\$ 3,276,225	101.77%	
58XX	STATE PROG. REVENUES	\$ 3,761,443	\$ 243,687	\$ 3,517,756	6.48%	\$ 4,403,508	\$ 2,958,515	67.19%	
5900	FEDERAL REVENUE	\$ 700,000	\$ 2,405	\$ 697,595	0.34%	\$ 716,919	\$ 708,266	98.79%	
	TOTAL REVENUE	\$ 37,757,795	\$ 367,234	\$ 37,390,561	0.97%	\$ 39,818,402	\$ 38,117,248	95.73%	
EXPENDITURES									
11	INSTRUCTION	\$ 18,537,129	\$ 227,811	\$ 18,309,318	1.23%	\$ 17,956,482	\$ 15,919,617	88.66%	
12	LIBRARY	\$ 445,253	\$ 3,466	\$ 441,787	0.78%	\$ 429,733	\$ 391,826	91.18%	
13	STAFF DEVELOPMENT	\$ 454,598	\$ 42,683	\$ 411,915	9.39%	\$ 343,833	\$ 288,661	83.95%	
21	INST ADMINISTRATION	\$ 742,477	\$ 37,770	\$ 704,707	5.09%	\$ 540,184	\$ 394,408	73.01%	
23	SCHOOL ADMINISTRATION	\$ 2,075,511	\$ 66,997	\$ 2,008,514	3.23%	\$ 2,068,180	\$ 1,792,746	86.68%	
31	GUID AND COUNSELING	\$ 1,069,374	\$ 30,567	\$ 1,038,807	2.86%	\$ 1,073,321	\$ 970,621	90.43%	
32	SOCIAL WORK SERVICES	\$ 50,404	\$ 3,983	\$ 46,421	7.90%	\$ 46,351	\$ 41,864	90.32%	
33	HEALTH SERVICES	\$ 380,244	\$ 6,819	\$ 373,425	1.79%	\$ 380,006	\$ 348,014	91.58%	
34	PUPIL TRANSP - REGULAR	\$ 1,613,090	\$ 53,713	\$ 1,559,377	3.33%	\$ 1,598,620	\$ 1,410,865	88.26%	
36	CO-CURRICULAR ACT	\$ 1,409,283	\$ 89,745	\$ 1,319,538	6.37%	\$ 1,505,287	\$ 1,343,980	89.28%	
41	GEN ADMINISTRATION	\$ 1,267,419	\$ 70,787	\$ 1,196,632	5.59%	\$ 1,229,172	\$ 1,103,667	89.79%	
51	PLANT MAINT & OPERATION	\$ 4,263,594	\$ 143,536	\$ 4,120,058	3.37%	\$ 4,190,419	\$ 3,831,252	91.43%	
52	SECURITY & MONITORING	\$ 110,504	\$ 3,983	\$ 106,521	3.60%	\$ 126,353	\$ 116,389	92.11%	
53	DATA PROCESSING	\$ 1,084,665	\$ 112,547	\$ 972,118	10.38%	\$ 2,034,835	\$ 1,463,375	71.92%	
61	COMMUNITY SERVICES	\$ 56,689	\$ 557	\$ 56,132	0.98%	\$ 74,783	\$ 58,838	78.68%	
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	#DIV/0!	\$ 3,318,084	\$ 1,860,917	56.08%	
91	STUDENT ATTENDANCE CR	\$ 3,547,561	\$ 416,176	\$ 3,131,385	11.73%	\$ 2,889,539	\$ 3,264,173	112.97%	
99	PURCHASES & CONT SRVS	\$ 650,000	\$ -	\$ 650,000	0.00%	\$ 657,204	\$ 645,982	98.29%	
	TOTAL EXPENDITURES	\$ 37,757,795	\$ 1,311,141	\$ 36,446,654	3.47%	\$ 40,462,387	\$ 35,247,195	87.11%	
7000	Other Sources		\$ -			Other Sources	\$ 9,050		
8000	Other Uses		\$ -			Other Uses	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (943,908)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 2,879,103			
3000	BEG FUND BAL 07/01/15	\$ 13,560,978	Unaudited						
3000	END FUND BAL 7/31/15	\$ 12,617,070	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of July 31, 2015

8%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
57XX	Local & Intermed Revenues	\$ 631,606	\$ 5,310	\$ 626,296	0.84%	\$ 606,629	\$ 586,864	96.74%	
58XX	State Program Revenues	\$ 12,000	\$ -	\$ 12,000	0.00%	\$ 12,110	\$ 11,765	97.15%	
59xx	Federal Program Revenues	\$ 1,463,706	\$ -	\$ 1,463,706	0.00%	\$ 1,763,583	\$ 1,481,793	84.02%	
	TOTAL REVENUE	\$ 2,107,312	\$ 5,310	\$ 2,102,002	0.25%	\$ 2,382,322	\$ 2,080,422	87.33%	
EXPENDITURES									
61	PAYROLL COST	\$ 826,090	\$ 50,594	\$ 775,496	6.12%	\$ 884,491	\$ 775,936	87.73%	
62	PURCHASE & CONTRACTED	\$ 103,684	\$ 2,100	\$ 101,584	2.03%	\$ 101,875	\$ 54,743	53.74%	
63	SUPPLIES AND MATERIALS	\$ 1,123,636	\$ 137	\$ 1,123,499	0.01%	\$ 1,179,092	\$ 1,029,546	87.32%	
64	OTHER OPERATING EXP	\$ 5,450	\$ -	\$ 5,450	0.00%	\$ 18,155	\$ 16,303	89.80%	
66	CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$ 59,709	\$ 54,347	91.02%	
	TOTAL EXPENDITURES	\$ 2,058,860	\$ 52,831	\$ 2,006,029	2.57%	\$ 2,243,322	\$ 1,930,875	86.07%	
7000	Other Sources		\$ -			\$ -			
8000	Other Uses		\$ -			\$ -			
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (47,521)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 149,547			
3000	BEG FUND BAL 07/01/15	\$ 12,876	Unaudited						
3000	END FUND BAL 7/31/15	\$ (34,645)	Unaudited						

Marble Falls Independent School District

Financial Report

August 17, 2015

*****Check Payment Fund Summary*****

*****Expenditure to Budget Report*****

Check Payment Fund Summary

For Bills Paid

July 1 – July 31, 2015

FUND SUMMARY

ND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
3	PAYROLL CLEARING FUND	475,618.66	0.00	0.00	475,618.66
9	GENERAL FUND	101,031.44	0.00	209,615.86	310,647.30
1	TITLE I PART A, BASIC PROGRAMS	10,666.16	0.00	2,281.36	12,947.52
4	IDEA PART B FORMULA	7,172.69	0.00	2,580.60	9,753.29
5	IDEA PART B PRESCHOOL	283.12	0.00	0.00	283.12
0	FOOD SERVICE	6,538.16	0.00	133,064.41	139,602.57
2	SUMMER FEEDING PROGRAM-DHS	603.15	0.00	3,307.74	3,910.89
4	VOC. ED.-BASIC GRANT	0.00	0.00	1,912.41	1,912.41
5	TITLE II PART A TCHR & PRINCPL	1,573.01	0.00	0.00	1,573.01
3	TITLE III - BILINGUAL	709.40	0.00	0.00	709.40
0	TITLE VI, PART B	975.77	0.00	0.00	975.77
2	21st CENTURY COMM LEARNING CEN	9,047.85	0.00	50,448.35	59,496.20
0	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	130,500.90	130,500.90
	* Fund Summary Totals ***	614,219.41	0.00	533,711.63	1,147,931.04

***** End of report *****

Expenditure to Budget Report

August 17, 2015

General Operating Fund

Food Service Fund

Capital Projects

Obj	Obj	2015-16 ESTIMATED REVENUE	July 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD %	FYTD Revised Bdg't	2014-15 FYTD Activity
199	GENERAL FUND								
5700	REVENUE-LOCAL & INTERMED								
	571- LOCAL REAL-PROPERTY TAXES	32,973,352.00	111,568.86	111,568.86	32,861,783.14	0.61	0.34	32,343,475.00	285,128.02
	573- TUITION & FEES FROM PATRONS	42,000.00	0.00	0.00	42,000.00	0.00	0.00	52,000.00	0.00
	574- TRANS FROM WITHIN STATE	190,000.00	5,782.82	5,782.82	184,217.18	3.95	3.04	167,500.00	7,552.10
	575- ENTERPRISING ACTIVITIES	91,000.00	3,790.00	3,790.00	87,210.00	4.16	4.16	92,500.00	21,095.00
	57-- REVENUE-LOCAL & INTERMED	33,296,352.00	121,141.68	121,141.68	33,175,210.32	0.64	0.36	32,655,475.00	313,775.12
5800	STATE PROGRAM REVENUES								
	581- PER CAPITA-FOUNDATION REV	2,199,930.00	115,180.00	115,180.00	2,084,750.00	5.24	5.24	2,629,859.00	108,080.00
	582- STATE REVENUE DISTRBD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00
	583- TRS ON BEHALF BENEFIT	1,556,513.00	128,507.17	128,507.17	1,428,005.83	8.26	8.26	1,511,238.00	122,681.30
	58-- STATE PROGRAM REVENUES	3,761,443.00	243,687.17	243,687.17	3,517,755.83	6.48	6.48	4,146,097.00	230,761.30
5900	FEDERAL PROGRAM REVENUES								
	591- FEDERALLY DIST REVENUES	70,000.00	0.00	0.00	70,000.00	0.00	0.00	70,000.00	0.00
	592-	20,000.00	0.00	0.00	20,000.00	0.00	0.00	20,000.00	0.00
	593- VOC ED NON FOUNDATION	610,000.00	2,404.93	2,404.93	607,595.07	0.40	0.39	726,919.00	34,034.84
	59-- FEDERAL PROGRAM REVENUES	700,000.00	2,404.93	2,404.93	697,595.07	0.35	0.34	816,919.00	34,034.84
7900	OTHER RESOURCES								
	791-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,050.00
	79-- OTHER RESOURCES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,050.00
	---- GENERAL FUND	37,757,795.00	367,233.78	367,233.78	37,390,561.22	1.22	0.97	37,618,491.00	587,621.26

Obj	Obj	2015-16 ESTIMATED REVENUE	July 2015-16 MTHLY ACTIVITY	2015-16 Activity	REVENUE BALANCE	PERCENT REALIZED	2015-16 YTD & FYTD Revised Bdg	2014-15 FYTD Activity
240	FOOD SERVICE							
5700	REVENUE-LOCAL & INTERMED							
574-	TRANS FROM WITHIN STATE	2,200.00	162.24	162.24	2,037.76	7.37	7.37	213.48
575-	ENTERPRISING ACTIVITIES	629,406.00	5,147.71	5,147.71	624,258.29	0.82	0.82	4,457.85
57--	REVENUE-LOCAL & INTERMED	631,606.00	5,309.95	5,309.95	626,296.05	0.84	0.84	4,671.33
5800	STATE PROGRAM REVENUES							
582-	STATE REVENUE DISTRBD BY TEA	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
58--	STATE PROGRAM REVENUES	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES							
592-		1,463,706.00	0.00	0.00	1,463,706.00	0.00	0.00	0.00
59--	FEDERAL PROGRAM REVENUES	1,463,706.00	0.00	0.00	1,463,706.00	0.00	0.00	0.00
----	FOOD SERVICE	2,107,312.00	5,309.95	5,309.95	2,102,002.05	0.25	0.25	4,671.33

Number of Accounts: 46

***** End of report *****

Obj	Obj	GENERAL FUND	2015-16	July 2015-16	2015-16	2015-16	2015-16
			ESTIMATED REVENUE	MTHLY ACTIVITY	Activity	REVENUE	YTD %
						BALANCE	
199		GENERAL FUND					
	5----	REVENUE	37,757,795.00	367,233.78	367,233.78	37,390,561.22	0.97
	-----	GENERAL FUND	37,757,795.00	367,233.78	367,233.78	37,390,561.22	0.97
240		FOOD SERVICE					
	5----	REVENUE	2,107,312.00	5,309.95	5,309.95	2,102,002.05	0.25
	-----	FOOD SERVICE	2,107,312.00	5,309.95	5,309.95	2,102,002.05	0.25

Number of Accounts: 41

***** End of report *****

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
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199	GENERAL FUND						
11	INSTRUCTION						
61--	PAYROLL COSTS	17,743,404.00	0.00	228,976.42	228,976.42	17,514,427.58	1.29
62--	PURCHASE & CONTRACTED SVS	263,653.00	25,946.08	0.00	0.00	237,706.92	0.00
63--	SUPPLIES AND MATERIALS	482,565.00	19,565.80	-2,525.27	-2,525.27	465,524.47	-0.52
64--	OTHER OPERATING EXPENSES	47,507.00	1,660.00	1,359.85	1,359.85	44,487.15	2.86
----	INSTRUCTION	18,537,129.00	47,171.88	227,811.00	227,811.00	18,262,146.12	1.23

12	INST. RESOURCES & MEDIA SVCS						
61--	PAYROLL COSTS	339,818.00	0.00	3,466.21	3,466.21	336,351.79	1.02
62--	PURCHASE & CONTRACTED SVS	36,565.00	0.00	0.00	0.00	36,565.00	0.00
63--	SUPPLIES AND MATERIALS	63,014.00	0.00	0.00	0.00	63,014.00	0.00
64--	OTHER OPERATING EXPENSES	5,856.00	0.00	0.00	0.00	5,856.00	0.00
----	INST. RESOURCES & MEDIA S	445,253.00	0.00	3,466.21	3,466.21	441,786.79	0.78

13	CURRICULUM DEV & INST STFF DEV						
61--	PAYROLL COSTS	319,320.00	0.00	31,931.32	31,931.32	287,388.68	10.00
62--	PURCHASE & CONTRACTED SVS	46,609.00	0.00	1,978.55	1,978.55	44,630.45	4.24
63--	SUPPLIES AND MATERIALS	42,217.00	500.00	7,754.11	7,754.11	33,962.89	18.37
64--	OTHER OPERATING EXPENSES	46,452.00	6,106.00	1,019.40	1,019.40	39,326.60	2.19
----	CURRICULUM DEV & INST STF	454,598.00	6,606.00	42,683.38	42,683.38	405,308.62	9.39

21	INSTRUCTIONAL LEADERSHIP						
61--	PAYROLL COSTS	655,197.00	0.00	35,826.80	35,826.80	619,370.20	5.47
62--	PURCHASE & CONTRACTED SVS	55,580.00	0.00	1,508.21	1,508.21	54,071.79	2.71
63--	SUPPLIES AND MATERIALS	19,170.00	0.00	339.69	339.69	18,830.31	1.77
64--	OTHER OPERATING EXPENSES	12,530.00	270.00	95.00	95.00	12,165.00	0.76
----	INSTRUCTIONAL LEADERSHIP	742,477.00	270.00	37,769.70	37,769.70	704,437.30	5.09

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 7/2015)

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
199	GENERAL FUND						
23	SCHOOL LEADERSHIP						
	61-- PAYROLL COSTS	1,986,885.00	0.00	66,592.43	66,592.43	1,920,292.57	3.35
	62-- PURCHASE & CONTRACTED SVS	23,730.00	2,959.44	0.00	0.00	20,770.56	0.00
	63-- SUPPLIES AND MATERIALS	47,250.00	3,147.64	38.68	38.68	44,063.68	0.08
	64-- OTHER OPERATING EXPENSES	17,646.00	1,150.00	365.70	365.70	16,130.30	2.07
	---- SCHOOL LEADERSHIP	2,075,511.00	7,257.08	66,996.81	66,996.81	2,001,257.11	3.23
31	GUIDANCE & COUNSELING						
	61-- PAYROLL COSTS	1,027,992.00	0.00	30,566.59	30,566.59	997,425.41	2.97
	62-- PURCHASE & CONTRACTED SVS	9,795.00	0.00	0.00	0.00	9,795.00	0.00
	63-- SUPPLIES AND MATERIALS	19,047.00	0.00	0.00	0.00	19,047.00	0.00
	64-- OTHER OPERATING EXPENSES	12,540.00	0.00	0.00	0.00	12,540.00	0.00
	---- GUIDANCE & COUNSELING	1,069,374.00	0.00	30,566.59	30,566.59	1,038,807.41	2.86
32	SOCIAL WORK SERVICES						
	61-- PAYROLL COSTS	47,904.00	0.00	3,983.15	3,983.15	43,920.85	8.31
	62-- PURCHASE & CONTRACTED SVS	2,500.00	0.00	0.00	0.00	2,500.00	0.00
	---- SOCIAL WORK SERVICES	50,404.00	0.00	3,983.15	3,983.15	46,420.85	7.90
33	HEALTH SERVICES						
	61-- PAYROLL COSTS	369,221.00	0.00	6,818.93	6,818.93	362,402.07	1.85
	62-- PURCHASE & CONTRACTED SVS	380.00	0.00	0.00	0.00	380.00	0.00
	63-- SUPPLIES AND MATERIALS	9,573.00	0.00	0.00	0.00	9,573.00	0.00
	64-- OTHER OPERATING EXPENSES	1,070.00	0.00	0.00	0.00	1,070.00	0.00
	---- HEALTH SERVICES	380,244.00	0.00	6,818.93	6,818.93	373,425.07	1.79
34	PUPIL TRANSPORTATION						
	61-- PAYROLL COSTS	1,297,682.00	0.00	57,572.61	57,572.61	1,240,109.39	4.44
	62-- PURCHASE & CONTRACTED SVS	23,870.00	14,115.31	-258.75	-258.75	10,013.44	-1.08
	63-- SUPPLIES AND MATERIALS	387,050.00	57,818.14	4,814.47	4,814.47	324,417.39	1.24

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
199	GENERAL FUND						
34	PUPIL TRANSPORTATION						
64--	OTHER OPERATING EXPENSES	-95,512.00	837.00	-8,414.95	-8,414.95	-87,934.05	8.81
----	PUPIL TRANSPORTATION	1,613,090.00	72,770.45	53,713.38	53,713.38	1,486,606.17	3.33
36	COCURR./EXTRACURR.ACTIVITIES						
61--	PAYROLL COSTS	790,157.00	0.00	63,381.79	63,381.79	726,775.21	8.02
62--	PURCHASE & CONTRACTED SVS	137,342.00	6,923.28	2,385.00	2,385.00	128,033.72	1.74
63--	SUPPLIES AND MATERIALS	170,406.00	15,805.80	-1,892.75	-1,892.75	156,492.95	-1.11
64--	OTHER OPERATING EXPENSES	311,378.00	3,568.00	25,871.38	25,871.38	281,938.62	8.31
----	COCURR./EXTRACURR.ACTIVIT	1,409,283.00	26,297.08	89,745.42	89,745.42	1,293,240.50	6.37
41	GENERAL ADMINISTRATION						
61--	PAYROLL COSTS	1,014,033.00	0.00	65,721.40	65,721.40	948,311.60	6.48
62--	PURCHASE & CONTRACTED SVS	110,630.00	7,264.72	342.22	342.22	103,023.06	0.31
63--	SUPPLIES AND MATERIALS	42,936.00	6,341.66	1,342.22	1,342.22	35,252.12	3.13
64--	OTHER OPERATING EXPENSES	99,820.00	8,505.00	3,381.63	3,381.63	87,933.37	3.39
----	GENERAL ADMINISTRATION	1,267,419.00	22,111.38	70,787.47	70,787.47	1,174,520.15	5.59
51	PLANT MAINTENANCE & OPERATIONS						
61--	PAYROLL COSTS	2,142,794.00	0.00	114,758.99	114,758.99	2,028,035.01	5.36
62--	PURCHASE & CONTRACTED SVS	1,506,025.00	78,974.65	5,855.35	5,855.35	1,421,195.00	0.39
63--	SUPPLIES AND MATERIALS	436,990.00	75,401.44	22,921.59	22,921.59	338,666.97	5.25
64--	OTHER OPERATING EXPENSES	177,785.00	4,435.00	0.00	0.00	173,350.00	0.00
----	PLANT MAINTENANCE & OPERA	4,263,594.00	158,811.09	143,535.93	143,535.93	3,961,246.98	3.37
52	SECURITY & MONITORING SERVICES						
61--	PAYROLL COSTS	47,904.00	0.00	3,983.11	3,983.11	43,920.89	8.31
62--	PURCHASE & CONTRACTED SVS	59,500.00	0.00	0.00	0.00	59,500.00	0.00
63--	SUPPLIES AND MATERIALS	3,100.00	0.00	0.00	0.00	3,100.00	0.00
----	SECURITY & MONITORING SER	110,504.00	0.00	3,983.11	3,983.11	106,520.89	3.60

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
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199							
53							
	GENERAL FUND						
	DATA PROCESSING SERVICES						
61--	PAYROLL COSTS	535,898.00	0.00	45,816.76	45,816.76	490,081.24	8.55
62--	PURCHASE & CONTRACTED SVS	403,730.00	60,279.96	66,080.86	66,080.86	277,369.18	16.37
63--	SUPPLIES AND MATERIALS	106,026.00	43,254.62	331.69	331.69	62,439.69	0.31
64--	OTHER OPERATING EXPENSES	39,011.00	0.00	318.13	318.13	38,692.87	0.82
----	DATA PROCESSING SERVICES	1,084,665.00	103,534.58	112,547.44	112,547.44	868,582.98	10.38

61	COMMUNITY SERVICES						
61--	PAYROLL COSTS	36,689.00	0.00	556.85	556.85	36,132.15	1.52
62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
----	COMMUNITY SERVICES	56,689.00	0.00	556.85	556.85	56,132.15	0.98

91	INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	3,547,561.00	0.00	416,176.00	416,176.00	3,131,385.00	11.73
----	INTERGOVERNMENTAL CHARGES	3,547,561.00	0.00	416,176.00	416,176.00	3,131,385.00	11.73

20

99	OTHER INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	650,000.00	0.00	0.00	0.00	650,000.00	0.00
----	OTHER INTERGOVERNMENTAL CH	650,000.00	0.00	0.00	0.00	650,000.00	0.00
----	GENERAL FUND	37,757,795.00	444,829.54	1,311,141.37	1,311,141.37	36,001,824.09	3.47

Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
	61-- PAYROLL COSTS	826,090.00	0.00	50,594.33	50,594.33	775,495.67	6.12
	62-- PURCHASE & CONTRACTED SVS	103,684.00	3,500.00	2,100.00	2,100.00	98,084.00	2.03
	63-- SUPPLIES AND MATERIALS	1,123,636.00	3,025.00	136.79	136.79	1,120,474.21	0.01
	64-- OTHER OPERATING EXPENSES	5,450.00	0.00	0.00	0.00	5,450.00	0.00
	---- FOOD SERVICES	2,058,860.00	6,525.00	52,831.12	52,831.12	1,999,503.88	2.57
	---- FOOD SERVICE	2,058,860.00	6,525.00	52,831.12	52,831.12	1,999,503.88	2.57

Number of Accounts: 1910

***** End of report *****

199	Obj	Obj	2015-16 BUDGET	ENCUMBRANCE YTD	2015-16 EXPENDITURES	July 2015-16 ACTIVITY	BALANCE	2015-16 YTD %
		GENERAL FUND						
	6----	EXPENDITURES	37,757,795.00	444,829.54	1,311,141.37	1,311,141.37	36,001,824.09	3.47
	-----	GENERAL FUND	37,757,795.00	444,829.54	1,311,141.37	1,311,141.37	36,001,824.09	3.47

240		FOOD SERVICE						
	6----	EXPENDITURES	2,058,860.00	6,525.00	52,831.12	52,831.12	1,999,503.88	2.57
	-----	FOOD SERVICE	2,058,860.00	6,525.00	52,831.12	52,831.12	1,999,503.88	2.57

Number of Accounts: 1910

***** End of report *****

Date	Src	Sub	Batch	Vendor Name/Ref	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
2 E 11 6399 06 001 0 22 0 00 CPF - CATE							GENERAL SUPPLIES					
07/07/15	JE	15-00008			6		REVERSE PAYABLE FOR O/S	0221500170	07/07/15			-225.18
							PURCHASE ORDERS					
07/07/15	JE	15-00008			7		REVERSE PAYABLE FOR O/S	0221500171	07/07/15			-919.68
							PURCHASE ORDERS					
07/07/15	JE	15-00008			8		REVERSE PAYABLE FOR O/S	0221500177	07/07/15			-113.05
							PURCHASE ORDERS					
07/07/15	JE	15-00008			9		REVERSE PAYABLE FOR O/S	0221500178	07/07/15			-75.15
							PURCHASE ORDERS					
07/15/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY (PO	TX00184121	07/14/15			108.36
							0221500177)					
07/15/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY	TX00184230	07/14/15			60.47
							(221500178)					
07/15/15	AP		JB	CARD SERVICE CENTER	0		SUPPLIES	FLAMEMASTER	07/15/15	1274	07/16/15	213.23
07/16/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY (PO	TX00184121	*07/14/15			-108.36
							0221500177)					
07/16/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY	TX00184230	*07/14/15			-60.47
							(221500178)					
07/16/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY	TX00184230	07/14/15	1275	07/16/15	60.47
							(221500178)					
07/16/15	AP		JB	FASTENAL COMPANY	0		SUPPLIES R. GUFFEY (PO	TX00184121	07/14/15	1275	07/16/15	108.36
							0221500177)					
07/29/15	AP		JB	ARGYLE WELDING SUPPLY CO	0		NITROUS OXIDE (po 0221500171)	780853	07/29/15	1283	07/30/15	1,124.39
							July					173.39
							*622 E 11 6399 06 001 0 22 0 00					173.39
							*Accounts Payable					1,506.45
							*Journal Entries					-1,333.06
2 E 11 6399 08 001 0 22 0 00 CPF - CATE							GENERAL SUPPLIES					
07/07/15	JE	15-00008			5		REVERSE PAYABLE FOR O/S	0221500139	07/07/15			-1,984.62
							PURCHASE ORDERS					
07/15/15	AP		JB	INDECO SALES INC	0		FURNITURE	INV126910	07/14/15			1,984.62
07/16/15	AP		JB	INDECO SALES INC	0		FURNITURE	INV126910	*07/14/15			-1,984.62
07/16/15	AP		JB	INDECO SALES INC	0		FURNITURE	INV126910	07/14/15	1278	07/16/15	1,984.62
							July					0.00
							*622 E 11 6399 08 001 0 22 0 00					0.00
							*Accounts Payable					1,984.62
							*Journal Entries					-1,984.62

d T Fn Obj		Sb Org F Pr L I2 End		Obj		Vendor Name/Ref		PO#/Line# Description		Inv#/Desc2		Inv Date		Chk#/Rec#		Check Date		Amount			
Date	Src	Sub	Batch	Vendor	Name/Ref	PO#	Line#	Description	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Inv Date	Chk#	Rec#	Check Date	Amount	Amount	Open Sts		
2 E 11 6629 01 001 0 22 0 00 CPF - CATE	07/09/15	AP	JB	A-1 FENCE & WELDING	KENNELS A-1 FENCE & WELDING	6221600000	MT	- HS ANIMAL SCIENCE	4,152.33	4,152.33	2,592.07	0.00	07/09/15	1272	07/09/15	2,592.07					
								KENNELS/BLDG & HORTICULTURE													
								BLDG													
								July												2,592.07	
								*Total	4,152.33	4,152.33	2,592.07	0.00					1,560.26				
								*622 E 11 6629 01 001 0 22 0 00												2,592.07	
								*Accounts Payable												2,592.07	
2 E 11 6629 07 001 0 22 0 00 CPF - CATE	07/09/15	AP	JB	A-1 FENCE & WELDING	KENNELS A-1 FENCE & WELDING	6221600000	MT	- HS ANIMAL SCIENCE	10,677.41	10,677.41	6,665.32	0.00	07/09/15	1272	07/09/15	6,665.32					
								KENNELS/BLDG & HORTICULTURE													
								BLDG													
								July												6,665.32	
								*Total	10,677.41	10,677.41	6,665.32	0.00					4,012.09				
								*622 E 11 6629 07 001 0 22 0 00												6,665.32	
								*Accounts Payable												6,665.32	
2 E 81 6499 07 001 0 22 0 00 CPF - CATE	07/15/15	AP	JB	THE HIGHLANDER	MISC OPERATING COSTS	0	AD		3250				07/15/15	1277	07/16/15	109.48					
								REVERSE JE 14-00621													
								July													
								*622 E 81 6499 07 001 0 22 0 00													
								*Accounts Payable													0.00
								*Journal Entries													0.00
																					109.48
																					-109.48
																					0.00
2 E 81 6499 07 001 0 22 0 00 CPF - CATE	07/22/15	AP	JB	FORD & CREW HOME AND HARDWARE	BUILDING PURCHASE/CONST/IMPRVM	0			A23052				07/22/15	1280	07/23/15	42.74					
								SUPPLIES													
								July													42.74
								*622 E 81 6629 01 001 0 22 0 00													42.74
								*Accounts Payable													42.74

Date	Src	Sub	Batch	Vendor Name/Ref	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
2 E 81	6629	07	001	0 22 0 00 CPF - CATE			BUILDING PURCHASE/CONST/IMPRYM					
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY		6221600002	MT - HS VO/AG RNVTN GREENHOUSE ELEC	365525001	07/29/15	1286	07/30/15	315.21
07/29/15	AP	JB	JB	UNITED RENTALS (NORTH AMERICA) INC		6221600004	MT - HS GREENHOUSE PLUMBING	129937961001	07/29/15	1292	07/30/15	713.11

P.O. #	*Year	Description	Vendor	P.O. Date	FO Amount	FO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6221600001	2015	MT - HS ANIMAL SCIENCE KENNELS	ELLIOTT ELECTRIC SUP	07/14/2015	5,000.00	5,000.00	0.00	0.00	5,000.00	O
6221600002	2015	MT - HS VO/AG RNVTN GREENHOUSE	ELLIOTT ELECTRIC SUP	07/14/2015	15,000.00	15,000.00	315.21	0.00	14,684.79	O
6221600003	2015	MT - HS VO/AG GREENHOUSE	FERGUSON ENTERPRISES	07/14/2015	1,500.00	1,500.00	0.00	0.00	1,500.00	H
6221600004	2015	MT - HS GREENHOUSE PLUMBING	UNITED RENTALS #M17	07/28/2015	1,200.00	1,200.00	713.11	0.00	486.89	O
6221600005	2015	MT - HS GREENHOUSE PLUMBING	COLLIER MATERIALS IN	07/28/2015	400.00	400.00	0.00	0.00	400.00	O
6221600006	2015	MT - HS VO/AG GREENHOUSE	FORD & CREW HOME AND	07/29/2015	200.00	200.00	0.00	0.00	200.00	H
*Total					23,300.00	23,300.00	1,028.32	0.00	22,271.68	
*622 E 81 6629 07 001 0 22 0 00									1,028.32	
*Accounts Payable									1,028.32	

Date	Src	Sub	Batch	Vendor Name/Ref	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
1 E 34	6631	00	939	0 99 0 00 CPF - TRANSPORTATION			VEHICLES					
07/07/15	JE		15-00008			27	REVERSE PAYABLE FOR O/S PURCHASE ORDERS	9391500083	07/07/15			-195,470.00
July												-195,470.00
*634 E 34 6631 00 939 0 99 0 00												-195,470.00
*Journal Entries												-195,470.00

Date	Src	Sub	Batch	Vendor Name/Ref	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
1 E 34	66--	--	--	--	--	--	CPF - TRANSPORTATION					
1 E 34	----	----	----	----	----	----	CPF - TRANSPORTATION					
1 E 34	----	----	----	----	----	----	CPF - TRANSPORTATION					
1 E 11	6639	00	041	0 11 0 00 CPF - BAND			FURNITURE & EQUIPMENT					
07/29/15	AP	JB	JB	EDUCATIONAL STEEL PRODUCTS, LLC		921600002	Band Tower	1563	07/28/15	1284	07/30/15	20,728.10
July												20,728.10
*636 E 11 6639 00 041 0 11 0 00												20,728.10
*Accounts Payable												20,728.10

P.O. #	*Year	Description	Vendor	P.O. Date	FO Amount	FO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
921600002	2015	Band Tower	EDUCATIONAL STEEL PRODUCTS, LLC	07/28/15	20,728.10	20,728.10				O

Id	T	F	Obj	Sb	Org	F	Pr	L	L2	End	Obj	PO#/Line#	Description	Inv#	Desc2	Inv	Date	Chk#	Rec#	Check	Date	Amount
36	E	36	6619	00	001	0	91	0	00	CPF - BAND			LAND PURCHASE & IMPROVEMENTS									
												6001600000	MT - HS DRAINAGE PROJECT	807		07/09/15	1272			07/09/15		8,000.00
													July									8,000.00
													*Total			8,000.00						4,289.14
													*636 E 36 6619 00 001 0 91 0 00									8,000.00
													*Accounts Payable									8,000.00

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
1 E 11 6399 00 001 0 11 0 00		GENERAL SUPPLIES									
6001600015	2015	BOND FURNITURE	WENGER CORPORATION	07/15/2015	2,870.00	2,870.00	0.00	0.00	2,870.00	0.00	
		*Total			2,870.00	2,870.00	0.00	0.00	2,870.00		
		*651 E 11 6399 00 001 0 11 0 00									0.00

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
1 E 51 6249 35 103 0 99 0 00		CONTRACTED MAINTENANCE & REPAIR									
6001600017	2015	HLES PRE-K RESTROOMS	FERGUSON ENTERPRISES INC	07/29/15	5,000.00	5,000.00	15.41	0.00	4,984.59	0.00	
		*Total			5,000.00	5,000.00	15.41	0.00	4,984.59		
		*651 E 51 6249 35 103 0 99 0 00									15.41
		*Accounts Payable									15.41

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount	Open	Sts
1 E 51 6299 42 939 0 99 0 00		MISC. CONTRACTED SERVICES									
6001600002	2015	TD ADDITION RELOCATE PORT GAFOR INC DBA DODSON	GAFOR INC DBA DODSON	07/14/2015	22,300.00	22,300.00	0.00	0.00	22,300.00	0.00	
		*Total			22,300.00	22,300.00	0.00	0.00	22,300.00		
		*651 E 51 6299 42 939 0 99 0 00									0.00

1 E 51 6399 34 103 0 99 0 00 CPF - MAINTENANCE
 GENERAL SUPPLIES

The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

d T Fn Obj	Sb Org	F Pr L I2	End	Obj	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount																														
1	E 81	6629	40	041	0	00	CPF - MAINTENANCE																																		
07/22/15	AP	JB	JB	ROBERT MADDEN INDUSTRIES LTD	6001600013	MT - MFMS 6TH RENOVATION	3390397	07/22/15	1282	07/23/15	304.42																														
07/22/15	AP	JB	JB	ROBERT MADDEN INDUSTRIES LTD	6001600013	MT - MFMS 6TH RENOVATION	3396261	07/22/15	1282	07/23/15	-304.42																														
07/22/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600009	MT - MFMS 6TH GR RENOVATION	A24631	07/22/15	1280	07/23/15	13.80																														
07/22/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600009	MT - MFMS 6TH GR RENOVATION	A25984	07/22/15	1280	07/23/15	16.79																														
07/22/15	AP	JB	JB	ROBERT MADDEN INDUSTRIES LTD	6001600013	MT - MFMS 6TH RENOVATION	3396256	07/22/15	1282	07/23/15	304.42																														
07/22/15	AP	JB	JB	ROBERT MADDEN INDUSTRIES LTD	6001600013	MT - MFMS 6TH RENOVATION	3396189	07/22/15	1282	07/23/15	304.42																														
07/29/15	AP	JB	JB	HOME DEPOT CREDIT SERVICES	6001600012	MT - MFMS 6TH GR CEILING	4973650	07/28/15	1289	07/30/15	1,382.40																														
07/29/15	AP	JB	JB	HOME DEPOT CREDIT SERVICES	6001600012	MT - MFMS 6TH GR CEILING	6020068	07/28/15			31.41																														
07/29/15	AP	JB	JB	HOME DEPOT CREDIT SERVICES	6001600012	MT - MFMS 6TH GR CEILING	6020068	*07/28/15			-31.41																														
07/29/15	AP	JB	JB	HOME DEPOT CREDIT SERVICES	6001600012	MT - MFMS 6TH GR CEILING	6020068	07/29/15	1289	07/30/15	696.60																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365425602	07/29/15	1286	07/30/15	16,800.00																														
07/29/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600009	MT - MFMS 6TH GR RENOVATION	a26285	07/29/15	1288	07/30/15	8.07																														
07/29/15	AP	JB	JB	FORD & CREW HOME AND HARDWARE	6001600009	MT - MFMS 6TH GR RENOVATION	a26275	07/29/15	1288	07/30/15	23.91																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365722301	07/29/15	1286	07/30/15	8.37																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365713901	07/29/15			185.72																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365643401	07/29/15			369.41																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365698502	07/29/15			79.75																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365643401	*07/29/15			-369.41																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365698502	*07/29/15			-79.75																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365643401	07/29/15	1286	07/30/15	369.41																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365698502	07/29/15	1286	07/30/15	79.75																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365713901	*07/29/15			-185.72																														
07/29/15	AP	JB	JB	ELLIOTT ELECTRIC SUPPLY	6001600008	MT - MFMS 6TH GR RENOVATION	365713901	07/29/15	1286	07/30/15	185.72																														
July																																									
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">P.O. #</td> <td style="width: 30%;">*Year Description</td> <td style="width: 10%;">Vendor</td> <td style="width: 10%;">P.O. Date</td> <td style="width: 10%;">PO Amount</td> <td style="width: 10%;">PO Enc Amount</td> <td style="width: 10%;">Adj Enc Amount</td> <td style="width: 10%;">Liquidated</td> <td style="width: 10%;">Amount Open</td> <td style="width: 10%;">Sts</td> </tr> <tr> <td>6001600008</td> <td>2015 MT - MFMS 6TH GR RENOVATION</td> <td>ELLIOTT ELECTRIC SUPPLY</td> <td>07/14/2015</td> <td>21,450.00</td> <td>21,450.00</td> <td></td> <td>17,443.25</td> <td>0.00</td> <td>4,006.75 O</td> </tr> <tr> <td colspan="7"></td> <td>20,193.66</td> <td></td> <td></td> </tr> </table>												P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Adj Enc Amount	Liquidated	Amount Open	Sts	6001600008	2015 MT - MFMS 6TH GR RENOVATION	ELLIOTT ELECTRIC SUPPLY	07/14/2015	21,450.00	21,450.00		17,443.25	0.00	4,006.75 O								20,193.66		
P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Adj Enc Amount	Liquidated	Amount Open	Sts																																
6001600008	2015 MT - MFMS 6TH GR RENOVATION	ELLIOTT ELECTRIC SUPPLY	07/14/2015	21,450.00	21,450.00		17,443.25	0.00	4,006.75 O																																
							20,193.66																																		

The Year column displays the first year of the fiscal year pair (2015-2016).

Id T Fn Obj Sb Org F Pr L L2 End Obj

01 E 81 6629 40 041 0 99 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	PO Amount	PO Enc Amount	Inv# / Desc2	Inv Date	Chk# / Rec#	Check Date	Amount
				Vendor	P.O. #	P.O. Date	PO Amount	PO Enc Amount					
				FORD & CREW HOME AND	6001600009	07/14/2015	200.00	200.00		62.57			137.43 0
				LOWE'S OF MARBLE FAL	6001600011	07/14/2015	10,000.00	10,000.00		0.00			10,000.00 0
				*Total			31,650.00	31,650.00		17,505.82			14,144.18
				*651 E 81 6629 40 041 0 99 0 00									20,193.66
				*Accounts Payable									20,193.66

Total for Accounts Payable 148,202.50
 Total for Journal Entries -199,225.42
 Grand Total -51,022.92

Number of Accounts: 22

The Year column displays the first year of the fiscal year pair (2015 for 2015-2016).

The report displays only accounts with activity in the date range selected.

***** End of report *****



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: August 13, 2015

To: Board of Trustees and Dr. Allen

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

15-00001	Increase budget for new copier leases - \$13,233
15-00003	Increase budget for Cheer contracted services, supplies and travel - \$7,588
15-00005	Increase budget for recruitment & retainment incentive - \$59,809
15-00006	Increase budget for testing materials - \$2,500



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:		
Meeting Type: <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512) 756-7873 Fax

July 7, 2015

Rick Edwards
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

Re: Lots 629 & 630, Mystic Castle Section, Sherwood Shores, City of Granite Shoals, Burnet County,
Texas


Dear President Edwards,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,


Stan Hemphill
Chief Appraiser

Enc.

**RESOLUTION PROVIDING FOR THE SALE
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT
AT DELINQUENT TAX SALE**

WHEREAS, Lots 629 and 630, Mystic Castle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 170, Page 703 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00), BEING \$500.00 ON EACH LOT, has been made by GRANITE SHOALS PROPERTIES, LLC, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 629 and 630, Mystic Castle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas to GRANITE SHOALS PROPERTIES, LLC, for the sum of ONE THOUSAND AND NO/100 DOLLARS (\$1,000.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____,
20__.

Rick Edwards
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

MCCREARY, VESELKA, BRAGG & ALLEN, P.C.
ATTORNEYS AT LAW

223 South Pierce
Burnet, Texas 78611
(512) 756-8291

July 2, 2015

Mr. Stan Hemphill, Chief Appraiser
Burnet Central Appraisal District
P.O. Box 908
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 37,350; Burnet Central Appraisal District vs. Herman Elroy Stark et al; Lots 629 and 630, Mystic Castle Section of Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account Numbers 32055 and 32056 (2014 Assessed Value each lot = \$2,250)

Dear Mr. Hemphill:

A bid of \$1,000, being \$500 for each lot, has been made by Granite Shoals Properties, LLC to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 37,350		
FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 278.00	Burnet Co. Dist. Clerk
Abstract Fee:	\$ 150.00	MVBA
Citation by Publication Fee:	\$ 237.80	MVBA
Attorney ad Litem Fee:	\$ 250.00	MVBA
Due to Burnet Central Appraisal District		
City of Granite Shoals	\$ 9.14	Burnet CAD
Burnet County	\$ 8.76	
Burnet County Special	\$ 0.90	
Water Conservation District	\$ 0.12	
Marble Falls ISD	<u>\$ 37.28</u>	
TOTAL MONIES DISBURSED	\$ 1,000.00	

Please contact me if you have any questions or need further information.
Sincerely,

Darby Howell
Legal Assistant

DH/jb

Granite Shoals Properties, LLC
909 Canyon Wren Drive
Buda, TX 78610
(512) 947-1227

May 6, 2015

Stan Hemphill
Fax 512-756-7873
Burnet County Appraisal District
PO Box 908
Burnet, TX 78611

Re: Bid on *In Trust Property*

We would like to submit a bid of **\$500 (FIVE HUNDRED DOLLARS)** for each of the properties listed in Granite Shoals:

Lot 629, S6560 Mystic Castle, Stonecastle Drive, Prop ID 32055
Lot 630, S6560 Mystic Castle, Stonecastle Drive, Prop ID 32056

Please consider our bid. If you have any questions, my contact information is below.

Sincerely,



MaryAnn Parker
512-554-7492
maparker909@gmail.com

Summary of Resolution Providing for the Sale of Property Acquired by the Burnet Central Appraisal District at Delinquent Tax Sale

Lots 629 and 630, Mystic Castle Section, Sherwood Shores, City of Granite Shoals

2014 appraised value per lot is \$2,250

Total 2014 appraised value is \$4,500

Delinquent taxes due since 1986

First time property has been presented to the board

Bid per lot of \$500

Total Bid of \$1,000

Taxes due - \$1,185.09

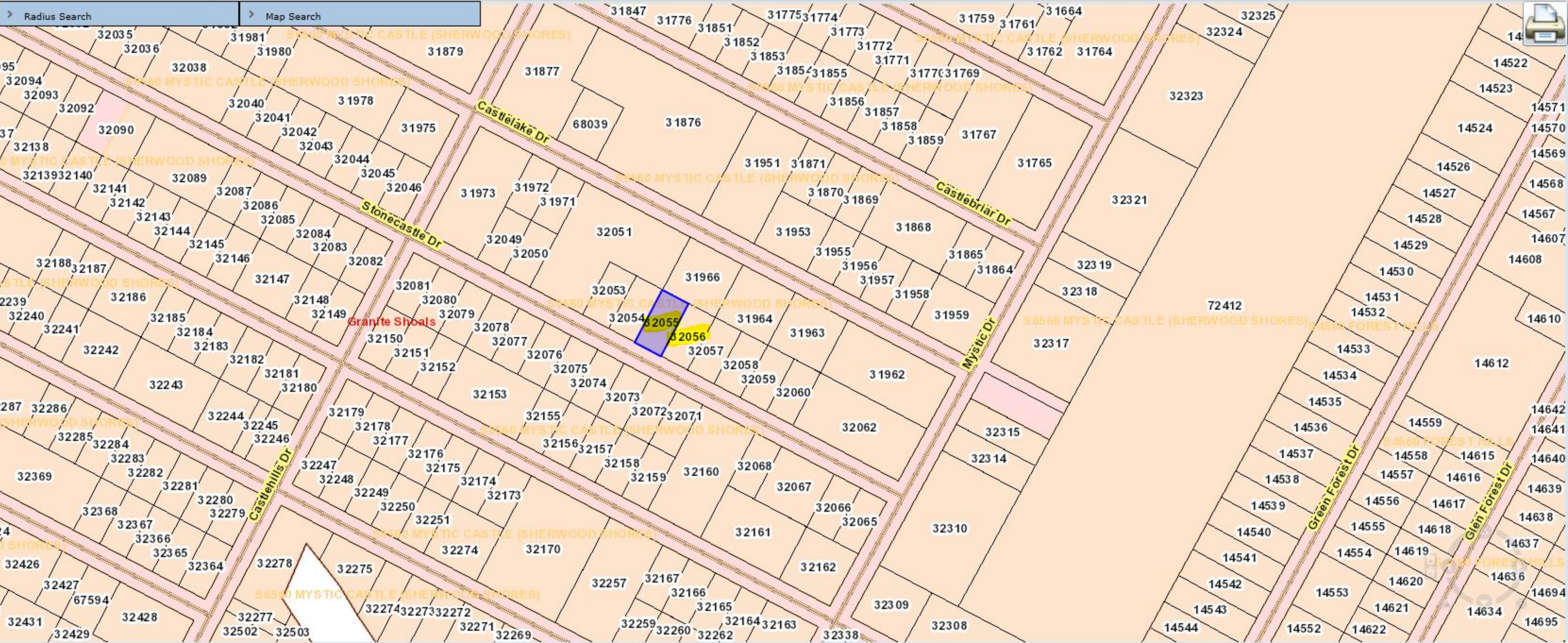
MFISD collects \$37.28 (\$1,185.09) **-\$1,147.81**

Property Search Results > Property ID 32055 BURNET CENTRAL APPRAISAL for Year 2014

New Search

Account Property ID: 32055 Geo. ID: 06560-0000-00629-000 Type: Real Legal Description: S6560 MYSTIC CASTLE (SHERWOOD SHORES) LOT 629	Location Situs Address: STONECASTLE Neighborhood: Mapsc: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	Owner Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, , BURNET, TX 78611-0908	Property Appraised Value: \$2,250.00
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- Layers
 - Parcels Group
 - Lot Lines
 - Subdivisions
 - Abstracts
 - School Districts
 - City Limits
 - Lakes
 - Streets
 - Aerials



DISCLAIMER © N. Harris Computer Corporation

Property Search Results > Property ID 32055 BURNET CENTRAL APPRAISAL for Year 2014

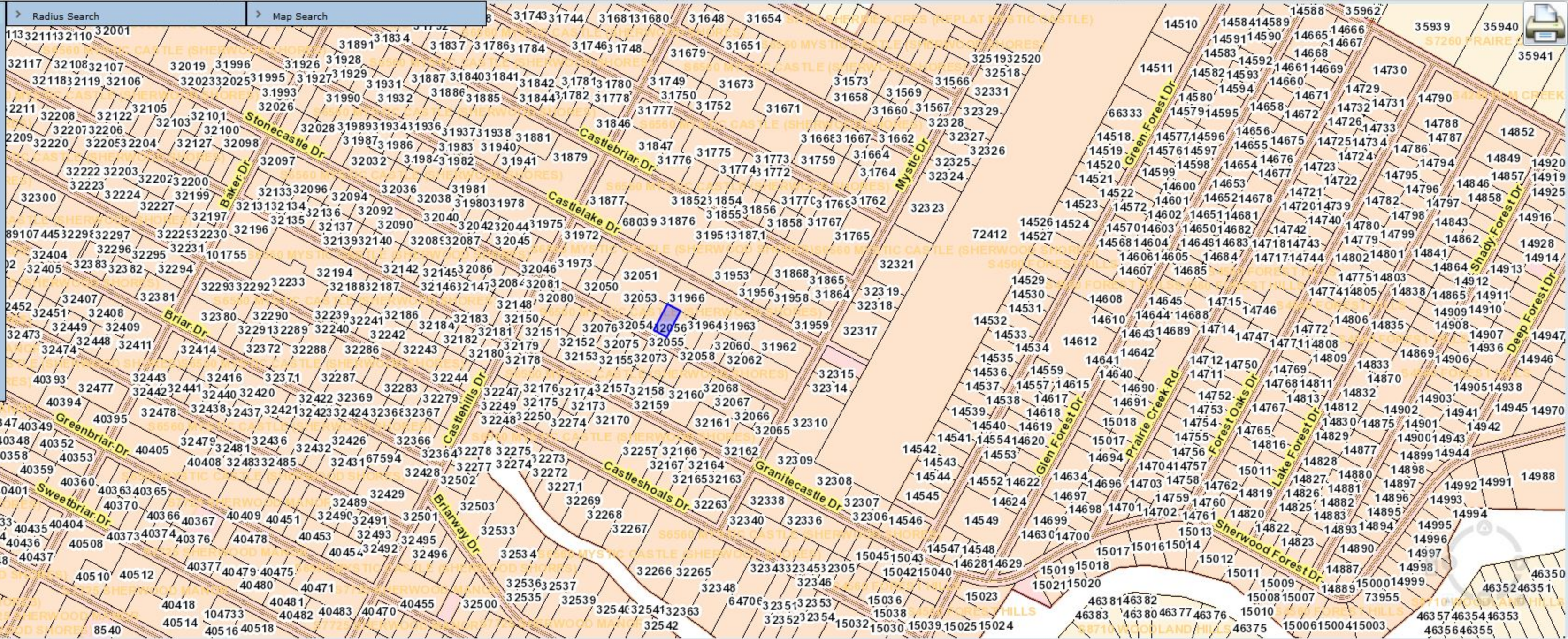
New Search

Details **Map** Help

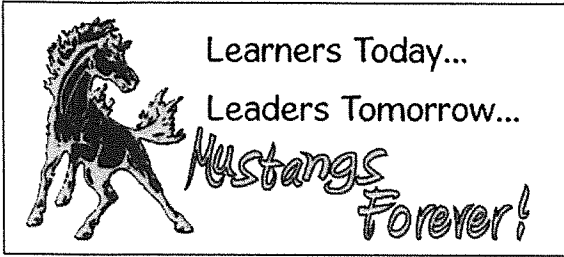
Account Property ID: 32055 Geo. ID: 06560-0000-00629-000 Type: Real Legal Description: S6560 MYSTIC CASTLE (SHERWOOD SHORES) LOT 629	Location Situs Address: STONECASTLE Neighborhood: Mapsc: Jurisdictions: CGR, GBU, RSP, SMA, WCD, CAD	Owner Owner Name: BURNET CENTRAL APPRAISAL Mailing Address: DISTRICT TRUSTEE, PO BOX 908, BURNET, TX 78611-0908	Property Appraised Value: \$2,250.00
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Layers

- Parcels Group
- Lot Lines
- Subdivisions
- Abstracts
- School Districts
- City Limits
- Lakes
- Streets
- Aerials



DISCLAIMER © N. Harris Computer Corporation



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date: 8-17-15

Meeting Type: <input checked="" type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Open Session <input type="checkbox"/> Executive Session <input type="checkbox"/> Recognition <input type="checkbox"/> Administrative Report <input checked="" type="checkbox"/> Consent Agenda <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Information/Discussion
Date Submitted: 8-10-15	

Subject: Approval to Join 2 Purchasing Coops

Executive Summary:
 The District utilizes purchasing cooperatives to assist us in compliance with state purchasing law. In an effort to broaden our vendor base and provide our employees additional vendor choice, we are seeking approval to join Harris County Department of Education and 1 Governmental Procurement Alliance (1GPA). These cooperatives are free for us to join.

Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input checked="" type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
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Superintendent's Recommendation:

Department Submitting: Business Office	Requested By: Lisa LeMon
Cabinet Member's Approval:	

Board Approval Required: Yes No

RESOLUTION

A RESOLUTION OF THE Marble Falls ISD (ENTITY), Marble Falls (CITY), Texas (STATE), APPROVING THE TERMS AND CONDITIONS OF AN INTERLOCAL AGREEMENT BETWEEN HARRIS COUNTY DEPARTMENT OF EDUCATION, WHICH SPONSORS CHOICE PARTNERS, PROVIDING FOR A COOPERATIVE PURCHASING PROGRAM FOR GOODS AND SERVICES;

DESIGNATING Lisa LeMon (NAME AND/OR TITLE), AS OFFICIAL REPRESENTATIVE OF THE Marble Falls ISD (ENTITY) RELATING TO THE PROGRAM.

WHEREAS, the Marble Falls ISD (Entity) has been presented a proposed Interlocal Agreement by and between Harris County Department of Education, and the Marble Falls ISD (Entity) and found to be acceptable and in the best interests of the Marble Falls ISD (Entity) and its citizens, are hereby in all things approved.

WHEREAS, the Marble Falls ISD (Entity) of Marble Falls (City), Texas (State), pursuant to the authority granted under Sections 271.101 to 271.102 of the Local Government Code, desires to participate in Choice Partners sponsored by Harris County Department of Education, and in the opinion that participation in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized.

NOW, THEREFORE, BE IT RESOLVED BY THE Marble Falls ISD (ENTITY), Texas (State):

Section I. The Terms and conditions of the agreement having been reviewed by the Marble Falls ISD (Entity) and found to be acceptable and in the best interests of the Marble Falls ISD (Entity) and its citizens are hereby in all things approved.

Section II. The Director of Business Operations (Title/Name) of the Marble Falls ISD (Entity) under the direction of the Marble Falls ISD (Entity) is hereby designated to act for the Marble Falls ISD (Entity) in all matters relating to Harris County Department of Education including the designation of specific contracts in which the Marble Falls ISD (Entity) desires to participate.

Section III. This resolution shall become effective from and after its passage.

DULY PASSED AND APPROVED THIS THE DAY OF 20.

ATTEST:

(Authorized Signature)

Board Secretary (Title)

Board President (Title)

Interlocal Contract - ISD
Between Harris County Department of Education
& Marble Falls ISD

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code and Chapter 271, Subchapter F of the Texas Local Government Code, this Interlocal and Cooperative Purchasing Program Contract (“Contract”) is made and entered into by and between the Harris County Department of Education (“HCDE”), located in Houston, Texas, and Marble Falls ISD (“ISD”), located in Marble Falls, Texas, for the purpose of providing services.

Preamble

HCDE is a local governmental entity established to promote education in Harris County, Texas and is also duly authorized to provide programs and services in the State of Texas. Both HCDE and ISD desire to set forth, in writing, the terms and conditions of their agreement.

General Terms and Conditions

In consideration of the mutual covenants and conditions contained in this Contract and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties intending to be legally bound agree as follows:

1. Term. This Contract is effective from the date of the first signature and shall automatically renew unless either party gives thirty (30) days prior written notice of non-renewal. This Contract may be terminated by either party with or without cause with thirty (30) days written notice. See other means of terminating the contract in Article 11, below. Any such notice shall be sent according to Article 8.
2. Agreement. The terms of this Contract shall apply and will be considered a part of any Addendum for programs and services delivered by HCDE. This Contract and the attached and incorporated Addendum, purchase orders, or exhibits, if any, contain the entire agreement of the parties and there are no representations, agreements, arrangements, or undertakings, oral or written, between the parties to this Contract other than those set forth in this Contract and duly executed in writing.
3. Purpose and Scope of Work.
 - A. **HCDE agrees to:**
 - Provide ISD with subsequent independent contracts and/or descriptive offerings of each of the programs and services that HCDE provides through its respective divisions.
 - Provide services upon the submission of independent contracts or purchase orders within the HCDE divisions.
 - Conduct, as a minimum, an annual audit or survey, as appropriate, for each of the programs.
 - B. **ISD agrees to:**
 - Participate in any or all of the services that HCDE has to offer.
 - Submit purchase order(s) or independent contract(s) for each of the programs it wishes to purchase and/or collaborate.
 - Agree to follow the terms and conditions of each independent contract or purchase orders for each of the programs.

12. Master Contract. This Contract can be utilized as the Master Contract. The general terms and conditions in this Contract will serve to outline the working relationship between HCDE and the ISD. Both parties agree to allow the ISD to use any or all of the programs and/or services with no charge from HCDE including Choice Partners.
The ISD agrees to adhere to the terms and conditions set forth for the programs and/or services as contracted under these programs. All other programs and/or services provided by HCDE requiring a fee will need an addendum to the approved Master Interlocal Contract. The specific terms and conditions of the addendum will govern that individual contract. In the case of a conflict between the Master Contract and any addendum, the provisions of the addendum will govern.
13. Severability. In the event that any one or more of the provisions contained in this Contract shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Contract shall be construed as if such invalid, illegality, or unenforceable provision had never been contained in it.
14. Governing Law and Venue. This Contract shall be governed by and construed in accordance with the laws of the State of Texas. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Contract shall be in Harris County, Texas.
15. Authorization. Each party acknowledges that the governing body of each party to the Contract has authorized this Contract.
16. Benefit for Signatory Parties Only. Neither this Contract, nor any term or provisions hereof, not any inclusion by reference, shall be construed as being for the benefit of any party not in signatory hereto.

In witness whereof, HCDE and ISD have executed this Contract to be effective on the date specified in Article 1. Term above:

Marble Falls ISD

 Name of ISD

Harris County Department of Education

 Authorized Signature
Rick Edwards

 Printed Name

 James Colbert, Jr.

President

 Title

County School Superintendent

8-17-15

 Date

 Date



1Government Procurement Alliance

COOPERATIVE PROCUREMENT AGREEMENT Non Profit Cooperative

This Agreement is entered into this ____ day of _____, 20____, between the 1 Governmental Procurement Alliance (1GPA) and Marble Falls ISD, school district, public entity or charter school subject to the procurement rules as prescribed in. By endorsing this Agreement, governmental entities and agencies, eligible school districts, charter schools, colleges, universities, tribes, cities, counties, all other public entities, and nonprofit organizations may participate in any bid or proposal issued under the authority of 1GPA. This Agreement does not require that a school district or public entity participate in all procurements. Whether or not to participate in an individual procurement shall be left to the discretion of each individual school district or public entity.

Texas Government Code Chapter 791 - allows Texas governments to contract with and between other government and/or nonprofit agencies, to provide governmental functions and services, and to join together in contracting with others to provide goods and services.

In consideration of the mutual promises contained in this Agreement and the mutual benefits to result therefrom, the parties agree as follows:

1. The specifications, terms, and conditions for products, materials and services to be purchased under this Consortium shall be determined by the 1GPA.
2. 1GPA shall conduct procurement in strict accordance with the State Board of Education School District Procurement Rules
3. The participating entity shall:
 - a. Insure that Purchase Orders issued against 1GPA contracts are in accordance with terms and prices established in the 1GPA contract.
 - b. The entity shall provide 1GPA with a copy of any Purchase Order based on a 1GPA contract, at the time the Purchase Order is issued. Purchase Orders may be faxed or emailed (see contact information below).
 - c. Make timely payment to the contractor for all products, materials, and services in accordance with the terms and conditions of the 1GPA contract. Payment, inspection and acceptance of products, materials and services ordered by the eligible school district or public entity shall be the exclusive obligation of the school district or public entity.
 - d. Be responsible for the ordering of materials or services under this Agreement. 1GPA shall not be liable in any fashion for any violation by the school district or public entity of this Agreement, and the school district or public entity shall hold 1GPA harmless to the extent permitted by law from any liability which may arise from action or inaction of the school district or public entity relating to this Agreement or its subject matter.
 - e. Be responsible for compliance with Texas law in determining which goods and services may be purchased through a cooperative.
 - f. Be responsible for taking all actions required under Texas law in connection with the use of Interlocal Cooperation Agreements and purchasing cooperatives.
 - g. The exercise of any rights or remedies by the public entity shall be the exclusive obligation of such unit; however, 1GPA, as the contract administrator and without subjecting itself to any liability, may join in the resolution of any controversy should it so desire.

4. IGPA may terminate without notice this Agreement if the participating public entity fails to comply with the terms of a IGPA contract or this Agreement.
5. The public entity may terminate without notice this Agreement if IGPA fails to comply with the terms of this Agreement.
6. This Agreement shall take effect upon execution by the parties and shall continue until it is terminated in accordance with its terms. This Agreement supersedes any and all previous purchase agreements.
7. Except as provided in paragraphs 4 and 5, either party may terminate this Agreement with at least thirty (30) days written notice to the other party.
8. Failure of a public entity to secure performance from the IGPA contractor in accordance with the terms and conditions of its Purchase Order does not necessarily require IGPA to exercise its own rights and remedies.
9. There shall be no charge to the participating public entity for membership in IGPA.

Texas Government Code Chapter 791

IN WITNESS WHEREOF, the parties of this Agreement have caused their names to be affixed hereto.

Name of District: Marble Falls ISD	Address: 1800 Colt Circle
Printed Name: Rick Edwards	Marble Falls, Tx 78654
Signature:	Email:
Date:	Phone Number:

IGPA Approvals

IGPA Signature:

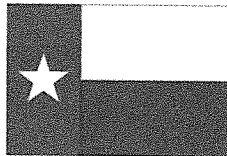
Printed Name:

Title:

Date:

IGPA – Texas
401 Congress Ave., Suite 1540
Austin, TX. 78701

P: 512/720-0000
F: 512/852-4381
E: admin@IGPA.org



Marble Falls Independent School District

INTEROFFICE MEMORANDUM

Date: August 10, 2015

To: Board of Trustees and Dr. Allen

From: Lisa LeMon, Director of Business Operations

Subject: List of Purchasing Cooperatives for Fiscal Year 2015-16 – For Information Only

In order to be in compliance with HB 273, the following information is presented for information only.

The following cooperatives will be used by Marble Falls ISD for the 2015-16 fiscal year:

- Region 20-13 Purchasing Cooperative
- Buy Board
- The Interlocal Purchasing System (TIPS)
- The Cooperative Purchasing Network (TCPN)
- State Comptroller (DIR)
- Harris County Department of Education
- 1 Governmental Procurement Alliance

The coops provide the following services to the district: facilitate the bid process with vendors, communicate with the vendors, evaluate vendor performance, and provide technical assistance to coop members.

Region 20-13 Purchasing Cooperative charges a fee of \$875. This fee is for handling the bid processes for all purchasing categories. The other coops do not charge a fee to the district. They do, however, charge a fee to the vendors.



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Leaders Tomorrow...

Mustangs
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Forever!



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:		
Meeting Type: <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

STUDENT RIGHTS AND RESPONSIBILITIES
INTERROGATIONS AND SEARCHES

FNF
(LOCAL)

INTERROGATIONS

BY SCHOOL
OFFICIALS

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

BY POLICE OR
OTHER
AUTHORITIES

For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA(LOCAL).

LOCKERS AND
VEHICLES

Students have full responsibility for the security of their lockers and for vehicles parked on school property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by District policy in lockers or in vehicles parked on school property.

School officials may search lockers or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials.

USE OF TRAINED
DOGS

The District shall use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug- and alcohol-related problems in District schools, with the objective of maintaining a safe school environment conducive to education.

Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

NOTICE

At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above, and shall specifically notify students that:

1. Lockers may be sniffed by trained dogs at any time.

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INTERROGATIONS AND SEARCHES

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(LOCAL)

2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

PARENT
NOTIFICATION

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.

DRUG-TESTING
PROGRAM
OBJECTIVES

The objectives of the District's drug-testing program are as follows:

1. To provide a deterrent to drug use for any District student (hereinafter referred to as extracurricular participant or "ECP") who participates in extracurricular activities (hereinafter referred to as "ECA") in grades 7–12.
2. To provide a drug education program for those ECPs who test positive for drug use and for those ECPs who are at risk for drug use.
3. To ensure the health and safety of ECPs.

PLAN

Guidelines for the District's drug-testing program are as follows:

1. All ECPs from grades 7–12 (male and female) involved in District ECAs shall be subject to this testing program.
2. All ECPs shall be initially tested a minimum of one time per semester (fall and spring) each school year and randomly tested throughout the school year (twice per semester, each school year).
3. ECPs selected for random testing shall be chosen from a pool of all ECPs [see item 2 at TESTING PROCEDURES AND PROTOCOLS, below].
4. The method of screening shall be by an independent laboratory immunological screening procedure. All drugs detected by the screen shall be confirmed by gas chromatography/mass spectroscopy (hereinafter referred to as GC/MS) before being reported as being detected. An ECP's admission of guilt shall constitute a positive screening. Failure to produce a sample in the allotted time period shall be considered a positive screening.

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5. Certified lab personnel and professional staff shall administer testing.
6. Each ECP who is selected shall be required to provide a urine, hair, or oral sample to the designee during the time constraints described at TESTING PROCEDURES AND PROTOCOLS, below.

DRUGS ELIGIBLE FOR
TESTING

The following are substances for which tests shall be conducted:

- Alcohol;
- Amphetamines;
- Benzodiazepine;
- Cocaine;
- Ecstasy;
- Methaqualone;
- Opiates: Codeine, heroin, morphine, papaverine phencyclidine;
- Tetrahydrocannabinoids (THC): marijuana; and
- Steroids.

TESTING
PROCEDURES AND
PROTOCOLS

Testing procedures and protocols are as follows:

1. Mandatory Testing: Every male and female ECP, grades 7–12, shall be tested twice a year. The student shall be required to submit a sample immediately upon request. All specimens shall be collected adhering to a strict chain of custody.
2. Random Testing: Every male and female ECP, grades 7–12, shall be eligible to be tested during the entire school year. A predetermined percentage not to exceed approximately ten percent of high school and not to exceed ten percent of the grade 7 and 8 ECPs shall be randomly selected by the District vendor from a computer program four times per school year. The final random percentage number shall be determined by the drug program administrator (hereafter referred to as DPA) and the District vendor. ECPs shall be required to submit a sample immediately upon request. All specimens shall be collected, adhering to a strict chain of custody.
3. All positive screenings shall be confirmed by either the ECP's admission or an additional test from the same sample that will include GC/MS testing by the District vendor. A positive test result shall not constitute an offense if the ECP's par-

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ent/guardian provides the DPA with a valid legal prescription for the drug identified as positive by the test.

4. The District vendor shall take the specimens to an independent lab for processing. The District vendor shall send the results to the DPA. The ECP's identification number shall identify all specimens.
5. Noncompliance by any ECP with the above-testing procedures shall be considered a violation of this policy and grounds for removal from ECAs within the District.
6. Each ECP in an ECA for grades 7–12 and, if the student is under 18 years of age, his or her parent/guardian shall sign a consent form agreeing to the student's participation in the drug-testing program. One signed consent form shall be required and kept on file for grades 7–8. When the ECP enters high school, an additional consent form shall be signed and kept on file for grades 9–12. If the ECP or parent/guardian refuses to consent, the ECP shall be denied participation in extracurricular activities until said consent form is signed and, at the parent's/guardian's expense, undergoes drug testing with a negative result.
7. Any ECP refusing to be tested shall be subject to sanctions as if the ECP had tested positive. Failure to provide a specimen within two hours shall constitute a refusal to test. Readmission to an ECA shall be contingent upon agreement to participate in the drug-testing program and a negative test result.
8. Any ECP caught cheating or tampering with a specimen taken by the DPA, testing monitors, or the vendor shall be subject to sanctions as if the ECP had tested positive.
9. The administering and/or interpretation of the policy and testing procedures shall be left to the discretion of the District administrator of drug testing.

RETESTING PROCESS An adult student or a parent, at his or her expense, may request a retest of the same sample by another certified laboratory. The sample must be transferred following a strict, documented, chain of custody. A certified copy of the result must be mailed by that laboratory to the DPA. If the second result differs from the first, the second shall be the determining result. The ECP may not participate while the appeal is pending.

CONFIDENTIALITY The collection and coding of specimen samples shall be executed in a manner ensuring total confidentiality and property identification.

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Only the ECP, the parent/guardian, the extracurricular sponsor, the athletic director, the campus principal, and the DPA shall know the test results.

All test results shall be destroyed when the ECP no longer has extracurricular eligibility.

SANCTIONS FOR
POSITIVE TESTING

Sanctions for testing positive shall be as follows:

1. All offenses shall be cumulative throughout the ECP's eligibility (grades 7 through 12).
2. The following disciplinary measures shall be taken for any ECP testing positive for a drug test, and/or any ECP having written documentation reported by law enforcement officers as having been involved with drug activity, such as selling, buying, using, or possessing drug paraphernalia.
3. Suspension shall take place immediately from the activity in which the ECP is involved. If the student is not actively involved in an extracurricular activity at that time, the suspension shall begin with the next event in which the ECP is involved.
4. The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.

FIRST OFFENSE

Sanctions for the first offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. The ECP shall be suspended from the ECA for 20 percent of all scheduled events with a minimum of one activity for those with four or fewer events in the season but shall not include suspension from play-off practice games, scrimmages, practices, or program participation.
3. The ECP shall complete and have documented completion of a minimum of five hours of drug education/counseling delivered by a licensed professional counselor (hereinafter referred to as LPC), or other acceptable professional at the discretion of the DPA, at the ECP's and/or parent's/guardian's expense. A list of LPCs shall be provided by the DPA.
4. The ECP shall be tested during each of the next four testing sessions, which may carry over into the next school year.

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The testing shall be at the ECP's and/or parent's/guardian's expense.

SECOND OFFENSE

Sanctions for the second offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. The ECP shall be suspended from the ECA for 50 percent of scheduled events with a minimum of one activity for those ECAs with two events or less and until the student has a negative drug test with the District vendor.
3. The ECP shall complete and have documented completion of a minimum of ten hours of drug education counseling from an LPC, or other acceptable professional at the discretion of the DPA, at the ECP's or parent's/guardian's expense. A list of LPCs shall be provided by the DPA.
4. The ECP shall be tested during each of the next six testing sessions, which may and can carry over into the next school year. The testing shall be at the ECP's and/or parent's/guardian's expense.

THIRD OFFENSE

Sanctions for the third offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. A high school ECP shall be suspended from ECAs for one calendar year, including classes, practices, rehearsals, and contests.
3. A grade 7 or grade 8 ECP shall be suspended from ECAs for one calendar year, including classes, practices, rehearsals, and contests.
4. An ECP may be reinstated to an ECA after one calendar year at the completion of a minimum of 15 documented hours of drug counseling and a negative drug test.
5. The parent/guardian shall be responsible for all counseling upon the third offense.
6. An ECP's suspension from ECAs under the third offense shall begin the day the DPA confirms the third test as positive.

FOURTH OFFENSE

Sanctions for the fourth offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.

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INTERROGATIONS AND SEARCHES

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2. A fourth positive test shall result in removal of the ECP, whether in high school or middle school, from participation in ECAs for the remainder of his or her middle school and high school eligibility.

A parent or guardian, at his or her own expense, may request another test of the same sample by another certified laboratory.

The District shall not be responsible for any cost incurred by the parent/guardian or ECP for drug education, counseling, or residential treatment.

STUDENT DRIVERS

Students who drive to and from school and who park on District property shall be subject to the same drug testing requirements as ECPs.

In addition to any other sanctions that may be imposed based on a student driver's participation in an ECA, a student who has a positive test result shall be subject to the following restrictions related to parking on school property:

1. For the first positive test, ten school-day suspension from parking;
2. For the second positive test, 30 school-day suspension from parking;
3. For the third positive test, one school year suspension from parking; and
4. For the fourth positive test, parking privileges removed for the remainder of enrollment in the District.

Parking privileges shall be reinstated at the end of a suspension period based on a negative test result.

DEFINITIONS OF
TERMS

The following definitions are for the purpose of the drug-testing program in this policy:

1. Extracurricular Activity (ECA): Any membership or participation in any of the clubs, organizations, or activities on the attached list.
2. Extracurricular Participant (ECP): Any participating student in grades 7–12.
3. ECA: Extracurricular activities in grades 7–12.
4. DPA: Drug program administrator.
5. GC/MS: Gas Chromatography/Mass Spectroscopy; a scientific process to identify specific chemical compounds. A mo-

STUDENT RIGHTS AND RESPONSIBILITIES
INTERROGATIONS AND SEARCHES

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(LOCAL)

lecular fingerprint is obtained that identifies a chemical compound with 100 percent accuracy.

APPEAL PROCESS An appeal of a positive drug test finding must follow the prescribed process outlined in FNG(LOCAL).

LIST OF ACTIVITIES

Middle School

Band	Student Council
Cheerleaders	Theater Arts
Competition Choir	UIL Academics
Creative Problem Solving	UIL Theater
Junior FFA/4H	Junior NHS

Middle School Athletic Department

High School

Band	Girls Basketball	Thespians
Baseball	Girls Cross Country	UIL Academics
Boys Basketball	Girls Golf	UIL Journalism
Boys Cross Country	Girls Soccer	UIL Theater
Boys Golf	Girls Tennis	Volleyball
Boys Soccer	Girls Track	Yearbook
Boys Tennis	H.O.S.A.	4-H
Boys Track	Key Club	
Chess Club	Lovely Ladies	
Cheerleaders	NHS	
Child Guidance	PALS	
Competition Choir	Parking Permits/Parking on District Property	
FBLA	Powerlifting	
FFA	Skills USA	
FCCLA	Softball	
Fishing Club	Starlettes	
Football	Student Council	



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:		
Meeting Type: <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
Date Submitted: 8-11-15		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

Authorized Representative Add Form

 Name of Participant Marble Falls Independent School District
Addition of Authorized Representative

The following officers, officials, or employees of the Participant are hereby designated as Authorized Representatives within the meaning of the Inter-local Agreement (Agreement), with full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	<u>Dr. Chris Allen</u>	_____	_____
Title	<u>Superintendent</u>	_____	_____
E-mail address	<u>callen@mfisd.txed.net</u>	_____	_____
Signature	_____	_____	_____

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representative, each Investment Officer of Lone Star appointed by the Lone Star Investment Pool Board of Trustees from time to time is hereby designated as an investment officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this 17 day of August, 2015.

By: _____ By: _____

Rick Edwards

Printed Name, Board President

Lee Ann Johnson

Printed Name, Board Secretary

State of Texas,

County of _____

Before me, _____, on this day personally appeared _____, known to
(name of notary) (name of President and Secretary)

me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20••____,

(Personalized Seal)

Notary Public's Signature



Marble Falls ISD
Board of Trustees
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Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

Marble Falls
INDEPENDENT SCHOOL DISTRICT
2015-2016
STUDENT CODE OF CONDUCT



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Leaders Tomorrow...
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ADOPTED BY THE MFISD BOARD OF TRUSTEES

1800 COLT CIRCLE, MARBLE FALLS TEXAS, 78654, PHONE: (830)693-4357, FAX: (830)693-5685,
WWW.MARBLEFALLSID.ORG

Marble Falls Independent School District
Marble Falls Board of Trustees

Rick Edwards - President **Kevin Naumann** - Vice President
Lee Ann Johnson - Secretary **Larry Berkman** - Trustee
Dr. Kelly Fox - Trustee **Mike Savage** - Trustee
Karl Westerman - Trustee

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT ADMINISTRATION
Central Office

Dr. Chris Allen, Superintendent
TBD, Assistant Superintendent of Curriculum & Instruction
Wade Stanford, Assistant Superintendent of Administrative Operations
Michael Pittard, Interim Executive Director of Support Services
Dr. Susan Maughan, Executive Director for Special Services
Robert Keith, Executive Director of Technology
Bruce Peckover, Executive Director of CTE & Communications
Leslie Baty, Director of Elementary Education
Lisa LeMon, Director of Business Operations
Cord Woerner, Director of Special Programs
George Hamilton, Director of Transportation
Michael Phillips, Director of Maintenance
Mary Davidson, Director of Food Services
Vicki Crouse, Director of Human Resources
David Hemond, Accounting Supervisor
Melissa Fields, Coordinator of Testing and Accountability
Deborah Canup, Coordinator of Bilingual/ESL

High School Administrative Staff

Manny Lunoff, High School Principal
Clark Fields, High School Assistant Principal
Amy Koenig, High School Assistant Principal
Allie Hampton-Hogue, High School Assistant Principal

Middle School Administrative Staff

Roger Barr, Middle School Principal
Brenda Moore, Middle School Assistant Principal
Mickey Hughes, Middle School Assistant Principal

Elementary School Administrative Staffs

Keith Powell, Colt Elementary School Principal
Phyllis Campbell, Colt Elementary Assistant Principal
Michael Haley, Marble Falls Elementary School Principal
Jennifer Lockner, Marble Falls Elementary Assistant Principal
Bethany Birdwell, Highland Lakes Elementary School Principal
Stacy Lashbrook, Highland Lakes Elementary Assistant Principal
Lee Ann Harkins, Highland Lakes Elementary Assistant Principal
Susan Cox, Spicewood Elementary School Principal

ACKNOWLEDGMENT

Student Code of Conduct and Student Handbook Electronic Distribution

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Dr. Chris Allen

We acknowledge that we have been offered the option to receive a paper copy of the Marble Falls Independent School District Code of Conduct and Student Handbook for the 2015–2016 school year or to electronically access it on the district's website at www.marblefallisd.org. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- Receive a paper copy of the Student Code of Conduct and the Student Handbook.
- Accept responsibility for accessing the Student Code of Conduct and the Student Handbook on the district's website.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

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STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct 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), or expulsion from school.

This Student Code of Conduct has been adopted by the Marble Falls Independent School District 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 of 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 posted on the district's Web site (www.marblefallsisd.org) and can be accessed or printed at any time from that site. If you do not have access to a computer, the principal's office at your child's campus will print one for you, upon request.

The Code is not a contract and can be amended by the District at any time. However, any change or amendment to the Code will be approved by the Board of Trustees. 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.

Violations of the Code of Conduct are documented by teachers and other professional employees using campus discipline referral forms.

Teachers and principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the students and may or may not also constitute violations of the Student Code of Conduct.

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.marblefallsisd.org.

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 whether on or off school 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 or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. 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.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators 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.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

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.

See **DAEP—Restrictions During Placement** on page 17, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Behavior

The Mustang Way is to:

- Demonstrate courtesy and respect for others, 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, as articulated in the MFISD student handbook.
- 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

A significant part of the district's educational mission is to instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior. 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

The Mustang Way does not allow students to:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

The Mustang Way does not allow students to:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Harass or threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment. This can be done through, but not limited to, orally/writing in person or by letter or journal or any means of a telecommunication device
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- 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, 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 individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

The Mustang Way does not allow students to:

- 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

The Mustang Way does not allow students to 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 that can be used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife that does not have a 5 1/2” blade;
- Mace or pepper spray;
- Pornographic material;
- Possessing, smoking, or using tobacco products, non-tobacco smoking materials/products, or tobacco substitutes including electronic cigarettes;
- 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. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

The Mustang Way does not allow students to:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day unless the device has been approved by a staff member for educational purposes and is being used for that purpose.

Illegal, Prescription, and Over-the-Counter Drugs

The Mustang Way does not allow students to:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess 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

The Mustang Way does not allow students to:

- 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, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.

- Send, post, 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.
- Use e-mail or Web sites 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.

Safety Transgressions

The Mustang Way does not allow students to:

- 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

The Mustang Way does not allow students to:

- 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. 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.

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 may restrict or revoke a student's transportation privileges, in accordance with law.

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 is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, 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 or in combination—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.
- 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 other than class tasks 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.
- Corporal punishment, when the student’s parent or guardian has provided a signed statement giving permission for its use.
- 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 principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, in-school-suspension, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: (www.marblefallsisd.org).

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 to maintain effective discipline on the bus. The principal may 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 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 principal's office as a discipline management technique. The principal may then employ additional techniques. An 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 Student to 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.

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.

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 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 appropriate administrator, but shall not exceed three school days.

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

3. Self-defense (see glossary),
4. Intent or lack of intent at the time the student engaged in the conduct, and
5. The student's disciplinary history.

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.

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 district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

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:

- 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 involving injury to a person 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 appropriate administrator **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. (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:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the designated school administrator.

Conference

When a student is removed from class for a DAEP offense, the 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 appropriate administrator shall inform the parent and 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.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator 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 designated campus administrator from the student's campus.

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.

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:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

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 Superintendent or 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 the process used for the placement decision should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.marblefallsisd.org.

Appeals regarding the decision to place a student in a DAEP shall begin with the Principal of the student's school for Level I, the Superintendent or designee for Level II, the School Board for Level III in accordance with policy FNG (LOCAL).

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 DAEP during the final three weeks of the grading period, 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 Executive Director of Support Services, the Principal of EPIC, the Principal of the student's school and the student's counselor 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 appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

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 district may complete the proceedings and issue a placement order. If the student then reenrolls 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 appropriate administrator 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. The district shall decide on a case-by case basis whether to adjust the length of placement assigned from the district or open-enrollment charter school the student attended.

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 occurs, 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 its designee 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.

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 district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - 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, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- 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. (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.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

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 a firearm, as defined by federal law. “Firearm” under federal law includes:
 - 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.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility 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.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (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.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal 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 principal 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 or his designee 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 will 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

After the due process hearing, 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 or his designee 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 reenrolls 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 appropriate administrator 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 appropriate administrator 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 occurs, 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

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) 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 handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

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:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. 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.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose 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 an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, 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 the use of any electronic communication device to engage in bullying or intimidation.

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 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 silencer means 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.

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 student, 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.

Hazing is an intentional 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 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.

Knuckles 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.

Machine gun 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 other school property used by the student, including but not limited to a locker or desk.

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 exempted 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, 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.

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 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 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 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 offenses are those that involve injury to a person and include:

- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault;
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;

- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;
- Aiding a person to commit suicide; and
- Tampering with a consumer product.

[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 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.

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Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:		
Meeting Type: <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

Marble Falls High School

2015-2016 STUDENT HANDBOOK



Learners Today...
Leaders Tomorrow...
*Mustangs
Forever!*

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Clark Fields, Assistant Principal
Allie Hampton-Hogue, Assistant Principal
Amy Koenig, Assistant Principal
Janna Johnson, Lead Counselor
Shely Boyd, Counselor
Niki Fuss, Counselor



MARBLE FALLS HIGH SCHOOL

2101 Mustang Drive

Marble Falls, Texas 78654

(830) 693-4375

(830) 693-6079 fax

www.mfisd.txed.org

SCHOOL SONG

For it's M.F.H. forever

Firm together stand

Come so true and faithful,

Stand at league

We'll face the world so fearlessly

And through the days to follow

We'll pledge our loyalty

For it's M.F.H.

With all our might

We'll fight for Victory

Go Get'em Mustangs!!!!

FIGHT SONG

Cheer, Cheer for Old Marble High

We'll do our best and never say die

For the purple and gold we'll fight!

We're gonna win this game tonight!

Whether the odds be great or small,

Old Marble High will win over all!

All you saints of M.F.H.

It's onward to Victory.

Go Get'em Mustangs!

**Marble Falls High School
Bell Schedule 2015-2016**

1st Period	8:30 – 9:17 AM
2nd Period	9:22 – 10:09 AM
3rd Period	10:14 – 11:01 AM
4th Period	11:06 – 11:53 AM
5th Period “A” Class	12:28 – 1:15 PM
A Lunch	11:53 AM – 12:23 PM
5th Period “B” Class	11:58 AM – 12:45 PM
B Lunch	12:45 – 1:15 PM
6th Period	1:20 – 2:07 PM
7th Period	2:12 – 2:59 PM
8th Period	3:04 – 3:50 PM

**Marble Falls High School
Late Start Thursday Bell Schedule 2015-2016**

1st Period	8:45 – 9:30 AM
2nd Period	9:35 – 10:20 AM
3rd Period	10:25 – 11:10 AM
4th Period	11:15 AM – 12:00 PM
5th Period “A” Class	12:35 – 1:20 PM
A Lunch	12:00 – 12:30 PM
5th Period “B” Class	12:05 – 12:50 PM
B Lunch	12:50 – 1:20 PM
6th Period	1:25 – 2:10 PM
7th Period	2:15 – 3:00 PM
8th Period	3:05 – 3:50 PM

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PREFACE

To Students and Parents:

Welcome to school year 2015–16! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Marble Falls High School Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Marble Falls ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.marblefallsisd.org and is available in hard copy upon request.

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

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

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

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

If you or your child has questions about any of the material in this handbook, please contact your child’s teacher, your child’s counselor or an administrator.

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

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook form;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the superintendent's office, and an unofficial electronic copy is available at www.marblefallsisd.org.

SECTION I: PARENTAL RIGHTS

This section of the Marble Falls High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

When it is to be used for school safety;

When it relates to classroom instruction or a cocurricular or extracurricular activity; or

When it relates to media coverage of the school.

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

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

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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 child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows procedures for requesting it.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated 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; and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

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

Also review the information at **Authorized Inspection and Use of Student Records** on page 9.

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

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

Participation in Third-Party Surveys

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

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

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

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

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

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

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

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) is involved with the selection of course materials for such instruction.

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

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

- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Scott & White’s Worth the Wait curricula are one of the most up-to-date, teacher, parent and student friendly sex education curricula available today. Designed and written by a team of certified teachers, healthcare professional, and attorneys, a variety of topics are covered to help student realize the social, psychological, and physical health gains they will achieve by abstaining from sexual activity. It also provides students with the skills that will lead them to self-sufficiency and a strong resolve to remain abstinent.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 65 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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 policy FO(LEGAL) and the Student Code of Conduct.]

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,

- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular 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 parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.

- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the **superintendent’s office is 1800 Colt Circle, Marble Falls, Texas 78654.**

The address of the **principal’s office is 2101 Mustang Drive, Marble Falls, Texas 78654.**

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 66, and **Complaints and Concerns** on page 28 for an overview of the process.]

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at www.marblefallsisd.org.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. 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 <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
 - [See **Bullying** on page 21, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. [See also Students in Foster Care on page 74 for more information.]

Students Who Are Homeless

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

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

[See also Homeless Students on page 56 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

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 the 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 the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

Texas Project First, at <http://www.texasprojectfirst.org>

Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Dr. Susan Maughan at 830-693-4357.

Students Who Receive 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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the

other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Dr. Susan Maughan at 830-693-4357.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the front office at 830-693-4375.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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 a student 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 12 for that section.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

A student serving as an early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences, and

A student serving as an election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Cord Woerner, Director of Special Programs. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through age 18 violates the compulsory attendance law incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made 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 absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

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

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

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

Official Attendance-Taking Time (Secondary)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second instructional hour.

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

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be 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.

Doctor's Note after an Absence for Illness (All Grade Levels)

Upon return 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 student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be 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 student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Marble Falls ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, 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 will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website at www.marblefallsisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

BULLYING (All Grade Levels)

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

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 13.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[Also see **Safety Transfers/Assignments** on page 13, **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 31, **Hazing** on page 52, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Arts and Humanities, Business and Industry, Public Services, STEM (Science, Technology, Engineering, and

Math), and Multidisciplinary Studies. Please see the counselor for additional information concerning admission into these programs and requirements for graduation.

These programs will be offered without regard to race, color, national origin, sex, or disability. Marble Falls ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 63 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies** on page 54.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

The following websites might help you become more aware of child abuse and neglect:

<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

http://kidshealth.org/parent/positive/talk/child_abuse.html

<http://taasa.org/resources-2/>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at

<http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Weighted Rank Point Chart

The Marble Falls ISD weighted rank point chart is detailed in the Marble Falls High School Course Description Guide. The chart is used to calculate a student's weighted cumulative rank average and is not reflected in the actual numerical grade recorded for each course on the academic achievement record (transcript) or the report card. Actual numerical semester grades are reported on transcripts and reports cards, but are converted to the weighted rank points according to the chart (course description guide) for purposes of denoting ranking. Students will receive higher "weighted" rank points for the more rigorous level courses. For example: A student who takes English I Pre AP with a semester grade of 85 would earn rank points of 5.5 for that course.

The average used to calculate class rank is the sum of the total weighted rank points divided by the total number of **ranked** semester courses taken in high school. Under this rank point system, a student who takes English I (regular) with a semester actual grade of 85 would earn a rank point of 4.5 as compared to an English I Pre AP rank point of 5.5. This is to reflect the level of challenge in a given course.

Grades earned through correspondence courses, credit by exam for acceleration, credit by exam for credit restoration, summer school, middle school/junior high credits not taken on the high school campus, or other coursework not offered through the internal validation/moderation of the high school campus will not be used in the calculation of class rank. Weighted grade points will only be assigned upon full completion of each semester of applicable courses. If a student does not complete the course, the appropriate correlating

course regular grade weight will be used. (Example: A student who drops English III AP and shifts to the English III regular course will receive the regular course weight for English III.) In addition, Level V advanced grade weight will be assigned only upon full completion of those specified courses. (Note: Grades below 70 in Pre-AP, Dual Credit (class of 2018) or AP classes do not have the weighted points added to their grade.)

Weighted Course Listings

Courses Receiving Level V Weighted Ranking – Courses designated as AP

Courses Receiving Level IV Weighted Ranking – Courses designated as Pre-AP, DAP, and Humanities. Dual Credit (beginning with Freshman class of 2015)

Courses Receiving Level III Weighted Ranking – All regular English, Math, Science, Social Studies and Foreign Language courses not designated as pre-AP, AP, or dual credit with the exception of Psychology and Sociology

Courses Receiving Level II Weighted Ranking – all English, Math, Science and Social Studies courses designated as applied, consumer or life skills

All other courses are Level I Courses and are not included for ranking purposes.

[For further information, see policy EIC.]

CLASS RANK

The purpose of class ranking is to accurately portray a student's academic standing in a class. The primary intent is to provide information to post graduate institutions during admission and scholarship reviews as to the level of study attempted and mastered in common courses of study in a given graduating class. For this reason, it is important that the high school ranking procedure provide a fair comparison among students across a common standard of performance.

Class rank is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is identified as "first in class" (Number 1), the second highest rank average as "second in class" (Number 2), and so on. For example: A graduating class of 250 will have the student with the highest rank average identified as "Number 1" (1 of 250). This would be the valedictorian. The lowest rank average would be "Number 250" (250 of 250). Quartile rankings are drawn from this. For example: Students ranked Number 1- 125 would be in the "top 50%" or "top half" of the class.

At the beginning of the senior year, each student will receive a report showing his/her exact rank in the class. This rank will reflect course work completed in the 1st six semesters of high school (grades 9-11). Rankings will be updated at the end of the first semester of the senior year. Three year and December graduates ("Early Graduates") will be dual ranked at this time (see "Dual Ranking" description). **Final rankings** will be determined at the end of the 3rd quarter grade-reporting period and will be available after the Senior Scholarship Awards Ceremony held on campus in May. At this time, the Valedictorian and Salutatorian and Honor Graduates will be announced.

Top Ten Percent – Automatic Admission

For two school years following their graduation, District graduates who ranked in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas (except UT Austin which sets their automatic admission standard differently from year to year). Students and parents should contact the counselor for further information about how to apply and the deadline for application. Early graduates are not included in the top ten percent list. [For further information, see policies at EIC.]

Valedictorian & Salutatorian

Only students enrolled in and completing high school in exactly four years and enrolled at Marble Falls High School during the complete junior/senior year (enrollment within the first six weeks of the junior year) will be eligible to be the valedictorian or salutatorian. Early graduates are not eligible.

Dual Ranking

Early graduates will be dual ranked with the four-year graduates for purposes of issuing a class rank for college admission/scholarship considerations only. This will assist in maintaining a common standard of comparison across grade levels while providing an option for those students seeking to enter post-graduate study with recognition on an accelerated schedule. A dual rank listing will be created by placing early graduates at the level their rank would otherwise indicate. They will not be included in the listing of “top 10 percent” forwarded to the college coordinating board for automatic admission purposes.

For example:	<u>Class Rank</u>	<u>4 Year Graduates</u>	<u>Early Graduates</u>
	1	7.53 (Valedictorian)	7.53
	2	7.0 (Salutatorian)	7.0
	3	6.971	6.88
	4	6.72	6.7

In this example, the 4 year graduates listed are the numbers 1-4 in the class. Their names will be included in the top 10 percent number (25 of 250 students, for example) for automatic admission. The 4 year graduate with the 7.53 will be identified as the valedictorian.

Honor Graduates

A Marble Falls High School Honor Graduate is defined as a student who meets both of the following criteria:

- completes high school in exactly four years
- is ranked in the top 10% of the graduating class

Early graduates are not considered for Honor Graduate status but will be recognized at the Senior Scholarship Awards Night and Graduation if their GPA falls within the top 10% in the class.

Marble Falls ISD is fortunate to have a continuum of services available to the interests, needs, and post-graduate pursuits of all students. Students or parents with questions regarding the class ranking procedure, its purposes, implementation, and/or impact on individual students should contact their school counselor for details.

[For further information, see policy EIC.]

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 68 for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

Completes the Recommended or Advanced/Distinguished Achievement Program*; or

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

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See also **Class Rank/Highest Ranking Student** on page 24 for information specifically related to how the district calculates a student's rank in class and requirements for **Graduation** on page 44 for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Central Texas College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

COMPLAINTS AND CONCERNS (All Grade Levels)

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the

concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, 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 campus behavior coordinator at each district campus is listed below:

Marble Falls High School - Manny Lunoff, principal or administrator designee

Falls Career High School – Peggy Little, principal

Marble Falls Middle School – Roger Barr, principal or administrator designee

Colt Elementary School – Keith Powell, principal or administrator designee

Highland Lakes Elementary School – Bethany Birdwell, principal or administrator designee

Marble Falls Elementary School – Michael Haley, principal or administrator designee

Spicewood Elementary School – Susan Cox, principal

Disruptions of School Operations

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

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

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

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

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 and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should come by the counseling office

and fill out a request to see the counselor form and the student will be called down to visit with a counselor. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness** on page 74.]

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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 by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

Dates Scheduled for 2015-2016 Credit by Exam (CBE) Calendar

Fall	<u>Registration Date</u>	<u>Test Date</u>
	August 25, 2015	October 6, 2015
	September 23, 2015	November 3, 2015
	October 27, 2015	December 8, 2015
Spring	<u>Registration Date</u>	<u>Test Date</u>
	December 15, 2015	February 2, 2016
	January 26, 2016	March 15, 2016
	February 16, 2016	April 5, 2016

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2015–16 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

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

Dating Violence

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

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

Discrimination

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

Harassment

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

Examples of 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.

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged

prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

DISTANCE LEARNING

All Grade Levels

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

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

Texas Virtual School Network (TxVSN) (Secondary Grade Levels)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 41.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the 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 will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

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, brochures, flyers, etc.

The school yearbook is available to students.

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 10 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. The decision regarding approval will be made within two school days.

The principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 at DGBA or GF.]

The principal will designate a 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 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 (Secondary)

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

Students will be expected to be in compliance with the dress code while standing or sitting.

Skeleton, skulls or skull and crossbones are prohibited in any form.

1. Shirts must be size appropriate with the midriff fully covered at all times (even when arms raised). Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; Slogans, and graphics on clothing must be appropriate for school (ex. No profanity, alcohol, drug, tobacco, sex, inappropriate language, inappropriate pictures, gestures and/or depictions of violent images.) Sleeveless shirts are permissible for females - with at least a 3-inch width across the shoulders; tank tops, spaghetti straps or backless tops are not allowed. Shirts may not be revealing, low-cut, see-thru (lace inserts), or excessively tight. Shirts must lie flat with no exposed cleavage and must be worn no more than 3 inches below the collar bone.

2. Shorts may be worn if the length is to the fingertips of the middle fingers with the arms extended down to the sides, they are hemmed, and are not “form fitting”. (i.e., spandex and biker shorts are some but not all of the form fitting style shorts) “Wind” shorts will not be allowed.
3. Skirts/Dresses may be worn if the length is to the fingertips of the middle fingers with the arms extended down to the sides, (including slits). Dresses may be sleeveless (see shirt guidelines). (Female only).
4. Pants should be worn at appropriate body size. (no oversized pants, sagging, or clothing stretched skin tight). Skin and/or undergarments must not be exposed. Leggings/Yoga Pants may be worn only if shirts worn are at fingertip length of the middle fingers with arms extended down to the sides. Shoes should be visible (bell bottoms may not cover the shoes.) Rips or holes in pants must be below finger-tip length. Appropriateness/Inappropriateness of torn clothing (frays) will be determined by the school administration.
5. Sweatshirts/Sweaters/Hoodies are appropriate (see shirt guidelines) and hood must be removed in the building; Cardigan (open) sweater/vests may be worn over the approved dress code clothing.
6. Coats should be worn as is seasonally appropriate.
7. Undergarments must be worn but not visible.
8. Shoes or sandals must be worn and should reflect typical work attire. (ie sole, beach/water shoes, house/bedroom slippers, cleats, rollers, metal taps or steel toes are not typical work attire shoes).
9. Caps/hats must be removed while in the building. Gyms/Athletic areas are an exception.. Students are not permitted to possess hats at school unless prior permission has been obtained from the principal. .
10. All clothing should be neat and clean.
11. Jewelry is appropriate, if discreet and non-distracting. Any type that may be deemed as a hazard for the wearer or others would not be appropriate for school (this includes but is not limited to the following: wallet chain, heavy chains or necklaces, rings with jagged or sharp ornamentation, anything with spikes, etc.) Gauges are not permitted to be worn in any student’s ears at any time.
12. Piercings are acceptable in ears only with a maximum of 2 per ear. Males with ear piercings will remove these for the duration of the day (none to be worn on campus). Body piercings (ex. nose, lip, belly button, tongue) must be removed on campus. Band-Aids, spacers and/or any other coverings may not be used to fill in or cover the piercings. Gauges are not permitted to be worn in any student’s ears at any time.
13. Tattoos must be covered at all times.
14. Hair shall be clean, well groomed, and shall not cover the eyes. Distracting haircuts (i.e. Mohawks, etc.) or hair colors will not be allowed. Hair must be of natural color (i.e. green, blue, pink etc. are not acceptable) which also includes feathers, braids and inserts.

15. Contacts must be of natural eye color.

16. Make-up, finger nail polish, and other cosmetics are limited to females & must be applied appropriately. (Masks, excessive markings on face or face paints are not allowed).

17. Mustaches, goatees and beards are not acceptable. Side burns should be kept trimmed and should not extend below the earlobe. Students are expected to be clean shaven upon arrival on campus. Eyebrow markings are not allowed.

18. Sunglasses and/or colored glasses must be removed while in the building during the instructional day (8:30AM – 3:50PM) and may only be in a student's possession and worn if prescribed by a physician.

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 (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 70 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 70 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

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 44 and **Standardized Testing** on page 72.]

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 75.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing 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 involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you 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.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social

studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 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.
- An absence for participation in an activity that has not been approved will receive 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 will abide by and follow the rules of their particular constitution. Please make sure you read and are aware of the rules that govern the activity your student is involved in.

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 75.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the principal at least 14 days before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 33.]

GRADE LEVEL CLASSIFICATION (Grades 9–12 Only)

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

Credits Earned	Classification
6 - 12.5	Grade 10 (Sophomore)
13 – 19.5	Grade 11 (Junior)
20 (and 4 th year in high school)	Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

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

[Also see **Report Cards/Progress Reports and Conferences** on page 66 for additional information on grading guidelines.]

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

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; and

Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

[Also see **Standardized Testing** on page 72 for more information.]

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, 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.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments **or on the state-developed assessment used for entrance into Texas public universities** to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. 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 to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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.

[Also see **Standardized Testing** on page 72 for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 47:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies, including Economics	4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English	0	2	3
Fine Arts	1	1	1
Health	0.5	0.5	0.5
Electives**	11 credits	7 credits	6 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	27 credits	28credits	28 credits

* 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, or social studies 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.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit

requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - A score of three or above on an Advanced Placement (AP) exam;
 - A score of four or above on an International Baccalaureate (IB) exam; or
 - A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
 - College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the **student’s transcript**. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 49. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

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
Language other than English***	2	2
Fine Arts	1	1
Speech	0.5	0.5
Electives	8	8
Miscellaneous	0.5 credit - College and Career Choices starting with the class of 2018	Available Endorsements****: -Science, Technology, Engineering, and Math -Business and Industry -Public Services -Arts and Humanities -Multidisciplinary
TOTAL	26 credits	28 credits

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

** 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.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

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 and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit, available here:
<http://tea.texas.gov/communications/brochures.aspx>.

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP 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. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. **A**

student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

Graduation Rehearsal

Graduation Ceremony

Project Graduation (hosted by Senior Class Parents)

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles 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 FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 74.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 42.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

HAZING (All Grade Levels)

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

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

[Also see **Bullying** on page 21 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis (All Grade Levels)

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, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination **for a student ages 11 to 12 or for a student enrolling in grades 7 through 12**, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

[Also refer to **Immunizations** on page 57 for more information.]

Food Allergies (All Grade Levels)

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

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

[Also see policy FFAF (LOCAL) and **Celebrations** on page 23.]

Head Lice (All Grade Levels)

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

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

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

Information regarding the district's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in district facilities and student access to the machines is available from the principal.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 6 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Marble Falls ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Executive Director of Support Services with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

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.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food Services. [See policies at CO and FFA.]

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Michael Phillips, the district's designated asbestos coordinator, at 830-693-2046.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Michael Phillips, the district's IPM coordinator, at 830-693-2046.

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison Michael Pittard, Executive Director of Support Services at (830) 693-4357.

HOMEWORK

[See **Grading Guidelines** on page 44.]

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 57.]

IMMUNIZATION (All Grade Levels)

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 life-long condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to 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.

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

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

LEAVING CAMPUS (All Grade Levels)

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of

day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Marble Falls High School is a closed campus and students are not allowed to leave during lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, 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. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may 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 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 instructional and assessment decisions in conjunction with the LPAC.

LOST AND FOUND (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. **The campus will dispose of lost and found items at the end of each semester.**

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 18.]

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

DAEP Makeup Work

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LLEGAL).]

In-school Suspension (ISS) Makeup Work (All Grade Levels)

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

MEDICINE AT SCHOOL (All Grade Levels)

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

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

Only authorized employees, in accordance with 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.
- 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.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through

communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Marble Falls ISD 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 CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle
Marble Falls, TX 78654
(830) 693-4357

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle
Marble Falls, TX 78654
(830) 693-4357

All other concerns regarding discrimination: See the superintendent, (830) 693-4357.

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

PARENTAL INVOLVEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements 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 30.]
- 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 830-693-4375 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 66.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 79.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the principal].

- 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** on page 55.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- 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.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Wade Stanford and may be contacted at (830) 693-4357.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics’ Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Other Exams and Screenings (All Grade Levels)

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

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 7.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning

of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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 or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 44.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 44 and **Standardized Testing** on page 72 for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 59.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the 3rd and 6th week of a grading period of a nine-week grading period, parents will be given a written 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 64 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal/superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 44.]

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

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

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

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34.]

SAFETY (All Grade Levels)

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

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded,

students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

- News media by 6:00 a.m. on the morning of the cancellation/delay.
- Local radio stations include KHLB (106.9) and KBAY (92.5).
- *SKYLERT* messaging system
- Information posted on the school district's website.

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 72.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

See the School Counselor for information.

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

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

The following areas are open to students before school, beginning at 7:30 a.m.

Cafeteria

Library

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.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. . Contact the Child Nutrition office at (830) 693-5423 to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to \$15.00 secondary, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the

student will receive an alternate meal. Alternate meals are offered for both breakfast & Lunch when the child reaches their charge limit.

Students may buy their lunches or bring them from home. Lunches may be paid for in the cafeteria in the mornings. Meals may be purchased daily, weekly or monthly in the cafeteria or on-line from the Marble Falls website (click on MySchoolBucks.com). Sending cash with your child is not advised. Records are kept electronically. Prices will be as follows:

Breakfast prices:

Students	\$1.10 (regular)
Students	\$0.30 (reduced)
Adults	\$1.85

Lunch Prices:

Students	\$2.10 (regular)
Students	\$0.40 (reduced)
Adults	\$3.10

Online Meal Accounts

Pre-payments can be made in the cafeteria with cash, check, or you may go online to www.myschoolbucks.com. MySchoolBucks.com is a family friendly system for online pre-payment and nutrition education. You can view student balances, set up low balance notifications and view account transaction history. For more information please contact MFISD Child Nutrition to help you with any set up questions at 830-693-5423.

NOTE:

1. A convenience fee of \$1.95 will be added to the bill for each transaction.
2. Credit cards are next day and check cards, e-cards and Pay-pal could take up to 10 days.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

Monday thru Friday, 7:30am – 4:00pm

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology** Resources on page 39 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Students are not allowed in the parking lot without permission during the school day.

Students who drive to and from school and who park on District property shall be subject to the same drug testing requirements as ECPs.

In addition to any other sanctions that may be imposed based on a student driver's participation in an ECA, a student who has a positive test result shall be subject to the following restrictions related to parking on school property:

1. For the first positive test, ten school-day suspension from parking;

2. For the second positive test, 30 school-day suspension from parking;
3. For the third positive test, one school year suspension from parking; and
4. For the fourth positive test, parking privileges removed for the remainder of enrollment in the District.

Parking privileges shall be reinstated at the end of a suspension period based on a negative test result. [See FNF(LOCAL) for information on Drug Testing Policy]

Trained Dogs (All Grade Levels)

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

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

Drug-Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 73.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Leslie Baty in the Academic Program Office at (830) 693-4357.

STANDARDIZED TESTING

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

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

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student’s performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

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

United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

A student’s ARD committee for students 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.

[Also see **Graduation** on page 44 for additional information.]

STERIODS (Secondary Grade Levels Only)

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

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

STUDENTS IN FOSTER CARE (All Grade Levels)

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

Please contact Michael Pittard, who has been designated as the district's foster care liaison, at (830) 693-4357 with any questions.

[See also Students in the Conservatorship of the State on page 13 for more information.]

STUDENT SPEAKERS (High School)

The district provides students the opportunity to introduce school events. The following are some examples:

- Mr. Mustang Pageant
- Senior Awards Night
- Scholarship Awards Night
- Pep Rallies
- Others as they occur during the school year.

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

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 44 for information related to student speakers at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please

access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

TARDIES (All Grade Levels)

A student who is tardy to class will be subject to a disciplinary action. 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 (All Grade Levels)

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

TRANSFERS (All Grade Levels)

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

[See **Safety Transfers/Assignments**, on page 13, **Bullying**, on page 21, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 14, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Director of Transportation at 830-798-2300.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

HIGH SCHOOL AND MIDDLE SCHOOL - Parents and Students:

We would like to take this opportunity to welcome your students aboard the Marble Falls I.S.D. school bus. We transport approximately 2000 students each day with 43 bus routes, and cover approximately 3,000 miles each day. We mention this only to impress upon you the importance of maintaining order, and having your cooperation in following the rules as listed below. Compliance with these rules and others that are in the Marble Falls I.S.D Code of Conduct is a **"must"** in order to **safely** transport your child.

The school bus is an extension of the classroom and the same conduct is expected.

When you, the parent, turn your child over to us, we want you to know that he or she is transported in a well-disciplined safe environment. The bus ride to and from school is a service. Violation of the following rules will result in disciplinary action up to and including a written

referral to the campus principal. Anyone violating the bus rules, thereby endangering the safety of others may lose their bus riding privilege.

1. Students are required to be at their assigned bus stop five minutes prior to the scheduled arrival of the school bus. Parents are responsible for their children's action while waiting for the school bus.
2. Students are required to stand back 10 feet from where the bus stops and wait for the bus to come to a complete stop. Children crossing the highway are required to wait for the bus and all traffic to come to a stop and the driver to motion that it is safe to cross the roadway. Student should cross fifteen (15) feet in front of the bus so the driver can see the student at all times.
3. The bus driver has the right to and is required by MFISD to assign seats. Students will remain in their assigned seat until the bus arrives at their campus or home and comes to a complete stop.
4. Except for a plastic bottle of water, eating, drinking and chewing gum will not be allowed while on a regular bus route.
5. Animals, including school projects will not be allowed on the school bus at any time. Only band instruments that can be held in the lap or between the student's legs will be allowed on the bus.
6. All personal items (makeup, cologne, perfume, hair spray) will remain in back packs. Cell phones and other electronics will be confiscated by the driver if they are causing a disturbance on the bus.
7. The use of tobacco, drugs, weapons and alcohol are prohibited on the school bus by state law and school board policy. Violation of any of these laws will result in immediate bus suspension.
8. Always keep head, hands and feet to your self and inside the school bus at all times.
9. Profane language will not be allowed while riding the school bus.
10. Vandalism to any part of the school bus will result in immediate suspension of bus privileges and will require restitution before the student will be allowed back on the school bus.
11. Throwing, pitching or shooting articles on the bus or out the windows is prohibited.
12. Acts of affection such as hugging and kissing will not be allowed on the school bus.
13. Students are required to ride in their assigned seat at all times. Boys and Girls will be separated when seat assignments are determined by the Driver.
14. Tampering with any emergency device on the bus will not be tolerated.
15. Students denied bus riding privileges are not allowed on any District bus during the suspension period.
16. Parents/Legal Guardian/other adults are not permitted to board the school bus and discuss problems with students and /or bus drivers. Please call the Transportation Department at (830)798-2300 to set up an appointment to speak to the bus driver and his/her supervisor. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. The only exception to board the bus is Emergency Personnel if the need arises!

17. Marble Falls I.S.D. Transportation Department will not allow students to be picked up or dropped off at any location other than their Campus or residence unless approved by the Transportation Department in advance.
18. The driver and monitor are the authority figures on the bus. Lack of cooperation and/or disrespect will result in disciplinary action.
19. **These rules and others that are in the Marble Falls I.S.D. Code of Conduct must be followed while riding the bus.**

BUS DISCIPLINE CONSEQUENCES

STEPS:

- Initial problem will result in the driver contacting parent for assistance and possibly making a seating change.
- Continued violation will result in a referral being sent to the Campus Principal.
- **(Parent/Guardian will be contacted and made aware that this action is being taken)**
- Referrals will lead to a bus suspension.
- Fighting, profanity, drug, alcohol, weapons, obscene gestures, disrespect toward the driver, insubordination will result in an automatic suspension.

NO STUDENT WILL BE ALLOWED BACK ON ANY BUS UNTIL HE/SHE COMPLETES THE SUSPENSION.

Thank you and your students for your cooperation and assistance in making this a successful and safe school year. George Hamilton-Director of Transportation

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Visitors Participating in Special Programs for Students

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 (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the Counseling Office at 830-693-4375 for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

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.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness 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, effective beginning with certain students for the 2011–2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions

that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

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

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

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

APPENDIX I:
Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.marblefallsisd.org. Below is the text of Marble Falls ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Note: This policy addresses bullying of students. Before proceeding under this policy, review FFH to first determine whether that policy applies. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and
2. Such conduct:
 - a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or
 - b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

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 otherwise participates in an investigation under this policy.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

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 promptly report may impair the District's ability to investigate.

REPORTING PROCEDURES STUDENT REPORT	To obtain intervention and assistance, 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, counselor, principal, or other District professional employee.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.
INVESTIGATION OF REPORT	<p>The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.</p> <p>If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dismiss the complaint.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.</p>
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.
DISTRICT ACTION BULLYING	<p>In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.</p> <p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
STUDENTS WITH DISABILITIES	Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.
COUNSELING	If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District

counseling options available to them.

TRANSFERS

If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

IMPROPER
CONDUCT

If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.

CONFIDENTIALITY

To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, 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

The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).

ACCESS TO POLICY
AND PROCEDURES

Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and the District’s administrative offices.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTICE OF PARENT AND STUDENT RIGHTS:
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

The Marble Falls Independent School District (MFISD) is committed to providing a positive learning environment for all students that enhances personal safety and promotes respect, dignity, and equality among students. High standards are expected for both academic achievement and for behavior.

MFISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. MFISD will make every effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Bullying is defined as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines: 1) To 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; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Harassment is defined as conduct that threatens to cause harm or bodily injury to another student, 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.

Sexual harassment is conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable.

Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim, this definition includes behavior but not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

Students, who believe they have been harassed, bullied, or otherwise victimized by fellow students or MFISD employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent/guardian who has a complaint alleging bullying, harassment, dating, violence, or sexual violence may request a conference with the principal or principals' designee. If the student or parent/guardian is not satisfied with the response from the campus staff, they may request a conference with the Superintendent or designee, or MFISD's Executive Director of Operations/Support Services.

Complaints will be documented and investigated in accordance with MFISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Campus Complaint Procedure:

- 1) Students and staff members will complete a Complaint Form available in the school's main office.
- 2) The Complaint Form will be submitted to the principal or designee immediately.
- 3) The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
- 4) The principal will conference with the victim and parent/guardian to discuss safety and community resources.
- 5) The principal will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences. With the prior consent of the victim, the principal may issue a School-Based Stay-Away Agreement to the alleged perpetrator during the parent/guardian conference.
- 6) Documentation of all Complaint Forms, follow-up actions and Stay-Away Agreements will be available to the General Counsel at all times.

Please review this information and return the signed page to the school, retaining the first page for your records.

For more information about your rights and responsibilities concerning bullying, harassment, dating violence or sexual violence, please contact the principal or the MFISD's Executive Director of Support Services.

Parent/Guardian Name	Parent/Guardian Signature	Date

Student Name	Student Signature	Date

Administrator Name	Administrator Signature	Dat

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for reporting incidents of
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

A counselor or administrator who receives a report of bullying, sexual harassment, dating violence, or sexual violence will address the following issues with the student who was the victim of the reported behaviors in a private meeting before assisting the student in completing the Complaint Form.

Your Right to File a Complaint

The policy of MFISD is that all students and employees be free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. The District will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Instructions: Use this form to report bullying, sexual harassment, dating violence, and sexual violence so that school officials may investigate and take appropriate actions to increase your safety.

Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated. It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the complaint.

Where to file: Complaint forms will be available from any counselor or administrator.

Confidentiality: To conduct this investigation in a confidential manner, the school will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the school to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will not be shown to the alleged perpetrator.

Retaliation prohibited: Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action, including but not limited to detention, suspension, and expulsion.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for reporting incidents of
BULLYING, SEXUAL HARASSMENT, DATING VIOLENCE and SEXUAL VIOLENCE

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of alleged perpetrator(s) of bullying, sexual harassment, dating violence, or sexual violence:

Relationship between you and the alleged perpetrator:

Describe the incident:

When and where did it happen? _____

Were there any witnesses? yes no

If yes, who?

Is this the first incident? yes no

If no, how many times has it happened before?

Other information, including previous incidents or threats:

Student or parent declines to complete this form:

Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

Notes of actions taken:

Additional information from student or staff

Date Documentation/Follow-Up Signature of Student/Staff

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
STUDENT-ON-STUDENT ALTERCATION RESPONSE CHART

All charges or reports of a student-on-student altercation (e.g., sexual harassment, harassment, bullying, dating violence, or sexual violence) should be referred to the appropriate district official in accordance with Board Policy FFH (LOCAL). This checklist has been provided to assist the district official in ensuring that necessary steps are taken when incidents have been brought to the principal's attention. To the greatest extent possible, confidentiality should be maintained when investigating reports.

DATE ACTIONS

- 1) Take necessary steps to separate alleged perpetrator and victim.
- 2) Call the School Resource Officer if appropriate. If the altercation is assaultive in nature, see legal and policy guidelines for reporting and discipline, as well as CPS requirements.
- 3) **VICTIM:** Conference with the victim outside of the presence of the alleged perpetrator. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative.
 - a. Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Inform the student of his or her right to file a complaint alleging sexual harassment directly with the Title IX coordinator or Office of General Counsel and with the Office for Civil Rights. Obtain signature if possible.
 - b. Assist the student in documenting the incident on a complaint form. If the student or parent/guardian declines to document the incident, note this on the complaint form.
 - c. Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without being subject to harassment. Refer the student to a school counselor as appropriate.
 - d. Record your observations related to the student conference.
- 4) **ALLEGED PERPETRATOR:** Conference with the alleged perpetrator out of the presence of the victim. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student must be accompanied by a parent/guardian or other representative.
 - a. Allow the student an opportunity to respond in writing to the allegations.
 - b. Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Obtain signature if possible.
 - c. Refer the student to a school counselor as appropriate.
 - d. Record your observations related to the student conference.

- 5) Further investigate the complaint by interviewing any witnesses separately. Document findings.
- 6) Communicate in a confidential manner with the School Resource Officer and counselor and principal or designee.
- 7) Make determinations regarding alleged conduct, ordinarily within 5 (five) days. If extenuating circumstances delay the investigation, inform the victim and parent/guardian. Record determination and actions, as follows (check box):

[] Findings indicate that a student-on-student altercation occurred.

a. VICTIM: Conference with the victim and parent/guardian. Possible interventions:

- Identify actions to increase the victim’s safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of support services.
- Ensure the victim has access to support when needed (e.g. administrator or counselor gives his/her business card to the student to carry and writes on the back: please allow NAME to see me when requested.)
- Inform the student if his or her right to request a “Stay-Away Agreement.”
- Encourage the victim to report further incidences.
- Parent/guardian has right to pursue transfer as a victim of bullying. Share form and process as appropriate. Requires verification of harassment/bullying from administration. See FDB (LEGAL).
- Document conference and action plans.
- Did the victim use reasonable actions to constitute Self-Defense?

b. ALLEGED PERPETRATOR: Conference with the alleged perpetrator and parent/guardian. Possible interventions:

- Emphasize expectations for positive behavior.
- Identify and implement disciplinary consequences and other actions that will be taken to prevent further incidences.
- Inform the student and parent of support services.
- Ensure the alleged perpetrator has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: Please allow NAME to see me when requested.)
- Address the seriousness of retaliation.
- If harassment was severe or repeated, a “Stay-Away Agreement” may be issued.

- Depending on the nature of the offense, disciplinary action may be warranted or mandated.
 - Increase supervision of the alleged perpetrator as appropriate.
 - Behavior contract.
- c. REMINDER: If there is a finding that the altercation involved physical or sexual assault or threats, notify the School Resource Officer immediately and follow legal and policy guidelines for reporting and discipline, as well as CPS requirements.

[] Unable to determine that inappropriate behavior occurred, but there has been a determination that the situation justifies the communication of warnings, recommendations, and/or information regarding support services.

[] There are no findings of inappropriate behavior.

8) After determination made:

- Give notice of the outcome to the parties – follow FERPA guidelines.
- Advise the parents and students that they may appeal the decision of the principal or designee regarding the outcome of the investigation into the allegation. Inform the student or parent/guardian that he or she may request a conference with the superintendent or designee and that a written complaint must be submitted. The appeal notice must be filed in writing, on a form provided by the District. Refer to Board Policy FFH (LOCAL) and FNG (LOCAL).

9) If findings indicate that inappropriate behavior has occurred:

- Monitor the safety of the victim.
- Encourage the victim to immediately communicate any safety concerns that may arise to an administrator or counselor or School Resource Officer.
- Document subsequent follow-up actions and complaints in the space provided on the complaint form.

10. Advise Title IX Coordinator by email or memo of all incidents of sexual harassment that occur on our campus. Label correspondence regarding sexual harassment issues “Attorney-Client Privileged Information.” Include (a) the date of the incident, (b) the names of the students involved in the incident, (c) actions taken to address the matter and (d) whether the matter is closed or remains open. Use form titled “Reports of Allegations of Sexual Harassment (Title IX).”

11. Store complaint forms in a separate, confidential file.

**MARBLE FALLS SCHOOL DISTRICT
SCHOOL-BASED STAY-AWAY AGREEMENT
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE**

The intent of this agreement is to increase safety for students who have been the victim of severe or repeated bullying, sexual harassment, dating violence, or sexual violence. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian.

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident:

Date of assessment: _____

Date of parent/guardian notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from (*name of victim*)

at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact with (*name of victim*)

at school or on school property, school buses, and bus stops.

In addition, the following actions are effective immediately:

Arrival/Departure

Time: _____ Entrance: _____

Bus/Parking: _____

Current Schedule

New Schedule

<u>Current Schedule</u>	<u>New Schedule</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lunch: _____

Locker: _____

Extracurricular Activities: _____

Other disciplinary actions: _____

Violations of this agreement and acts of retaliation directly or indirectly toward the victim or the victim's friends or family members will be taken seriously and will result in further disciplinary actions. Your compliance will be monitored by (*name and staff title*):

Agreement is valid from _____ to _____.
date *date*

This agreement will be reviewed on _____
date

Signatures

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

**APPENDIX II:
Acknowledgment Form—Amendment**

Note to handbook developer: *You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.*

My child and I have received a copy of the Marble Falls High School Student Handbook Amendment # _____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

MARBLE FALLS I.S.D.



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

2015-2016

EXTRACURRICULAR HANDBOOK AND DRUG POLICY

*1800 Colt Circle
MARBLE FALLS, TEXAS 78654
PHONE: (830) 693-4357
FAX: (830) 693-5685*

PARENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

- Remember: The classroom comes first!
- Help conduct fair and equitable competition: adhere to the rules; uphold the law and respect authority.
- Remember that officials are human. Respect their decisions.
- Delegate authority to the school and support its decisions.
- Set standards by which you expect children to conduct themselves and live by those standards yourself.
- Be involved in areas in which your own child is not involved, thus contributing to school unity and spirit.
- Show respect to the opponents of your children.
- Praise. Don't criticize. Urge others to do the same.

MARBLE FALLS I.S.D. EXTRACURRICULAR CODE OF STUDENT CONDUCT

I. Extracurricular Activities

The term "extracurricular activities" means any membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and the school district and sponsored by the district or a campus. All University Interscholastic League (UIL) and non-UIL activities and student organizations, such as Student Council and National Honor Society are extracurricular. All extracurricular activity participants, including elected and appointed officers of all campus organizations, are subject to the provisions of this *Extracurricular Code of Conduct*.

II. Conduct Expectations

1. The conduct of the Extracurricular Participant (ECP) is closely observed, in many areas of life. No student is obligated to take part in Extracurricular Activities (ECA), nor is it required for graduation. It is stressed that this is a PRIVILEGE, and the coaches and administrators have the authority to revoke this privilege when requirements are not met by the student. It is recognized that some of the following rules are stricter than for the general student body. However, the ECP is expected to accept and to follow the established rules.
2. Our ECP's and sponsors must understand that others do not always act appropriately, but we must insist that our sponsors and participants act in a sportsmanlike manner.
3. All of our students must be on time and prepared for all phases of the activity in which they are involved. If they are not able to be on time or perform all of their responsibilities, they must communicate with their coach or sponsor as soon as possible.
4. In order to promote a positive educational and extracurricular environment for all students, all employees of MFISD are committed to upholding the "no hazing" policy as stated in the student code of conduct.
5. While a student is injured or ill but is still able to attend all activities they must report to the coach to determine what their responsibilities will be while they are not actively competing.
6. All students and sponsors should have and must show respect for each other.
7. Fighting and profanity are not suitable methods for resolving conflict.
8. Inappropriate touching, making out, sexual gestures or exposing parts of the body that are ordinarily covered up in public places are not acceptable actions in public for ECPs and will be addressed appropriately.
9. Any (possession/use) of tobacco are not acceptable actions for ECP's at any time and will be addressed appropriately by AD and/or Principal along with sponsor or coach.

Each individual sponsor/coach will have policies that deal with the discipline for these expectations. These policies with appropriate discipline methods will be explained before practice for the season begins. The appropriate administrator will be involved when these policies are applied.

III. Jurisdiction

Because participation in extracurricular activities is a privilege and not a right, Marble Falls ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this *Extracurricular Code of Conduct* extends beyond the *Marble Falls ISD Student Code of Conduct* not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. This *Extracurricular Code of Conduct* will be enforced with all students grades 7 - 12 participating in extracurricular activities:

- Regardless of whether school is in session.
- regardless of whether the offense occurs on or off school property or at a school-related event;
- regardless of whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- regardless of whether the extracurricular activity is in-season

It is possible that a student who violates the *Marble Falls ISD Student Code of Conduct* will incur consequences from both the appropriate school administrator and from his or her coach or sponsor for the same particular violation. It is also possible that a student participating in extracurricular activities could violate the *Extracurricular Code of Conduct* and be subject to discipline by a coach or sponsor without having violated the *Marble Falls ISD Student Code of Conduct*.

The MFISD Board of Trustees has authorized the creation and distribution of this Code in MFISD Board Policy FO (LOCAL), which states:

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Organizational standards of behavior of an extracurricular activity are independent of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct.

IV. District Prohibited Conduct

Marble Falls ISD students participating in extracurricular activities are prohibited from any violation(s) listed in the MFISD Student Code of Conduct.

V. Procedures

The coach, sponsor, administrator or DPA will determine whether an *Extracurricular Code of Conduct* violation has occurred.

Upon determination of an *Extracurricular Code of Conduct* violation, the following individuals will be notified:

- The student and the student's parent(s) or guardian(s)
- The Athletic Director, Sponsor, Grade-Level Principal, and/or DPA

Nothing in this *Extracurricular Code of Conduct* limits the authority of a coach or sponsor to impose reasonable sanctions, including extra workouts, for students who breach team or organization conduct expectations.

VI. Disciplinary Action

Coaches and sponsors will review all the facts and circumstances surrounding a particular violation and impose appropriate disciplinary action. Coaches and sponsors will strive for consistency in doling out punishment for *Extracurricular Code of Conduct* violations, but will also exercise sound professional discretion.

- Any ECP suspended or academically ineligible will be removed from all participation in all extracurricular activities. This includes travel, contest, being in the team area, and any other activities except for practices until their suspension is complete or they gain academic eligibility. (Note: A scrimmage is considered a practice. Participation in awards ceremonies and Parent night is permissible.)
- In School Suspension will be addressed appropriately by AD and/or Principal along with sponsor or coach
- Suspension/Removal from office in the case of a student office holder who commits an offense.
- Students in AEP will not be allowed to participate in extracurricular activities in any capacity or to attend extracurricular activities.
- Any student holding a Final Title 5 Felony conviction or an offense deemed severe enough by the appropriate administrator and superintendent shall be excluded permanently from holding any student office, practicing or participation in any extracurricular activity.

Coaches/sponsors will be required to hold a conference with the parent or guardian and the student to confirm the violation, discuss the consequence and notify about re-instatement

VII. Alcohol/Drug Violations

Any violation of substances eligible for testing in Section III of the MFISD Drug Testing Policy will follow the sanctions listed in Section VI of the Drug Testing Policy.

An ECP who voluntarily admits a violation within the first 48 hours of the time at which the violation occurred, will receive a reduction in the length of the suspension. It will be up to the ECP in violation to contact their sponsor, coach, or school administrator.

1st violation with voluntary admission : suspension would be reduced from 20% of regularly scheduled events to 10 %

2nd violation with voluntary admission : suspension would be reduced from 50% of regularly scheduled events to 30%

3rd violation with voluntary admission : suspension would be reduced from one calendar year to 70% of regularly scheduled events

4th violation **receives no reduction** and will result in the sanctions listed under FOURTH OFFENSE in section VI of the drug testing policy

If the violation is alcohol/drug related, the parent conference will be held by the DPA.

Note: Percentage suspensions will be based on the number of scheduled events the ECP is involved in. Satisfactory completion of that activity is necessary for the suspension to be complete. Tournaments for team sports such as BKB/BSB/SFB/Soccer, will be counted as 3 events regardless of the actual number of games played. Golf, Tennis, and other activities, in which all events are tournaments, will be counted as one event. Any cancellations that are **not** rescheduled or replaced will be counted as events. Any percentage of **.4** or less will be rounded down. Any percentage of **.5** or more will be rounded up.

*** The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.**

VIII. Request for Conference

A student who is removed from the extracurricular program(s) because of failure to comply with the Extracurricular Code of Conduct may request a conference before the appropriate administrator. ***The request must be in writing.***

Conferences will be held as needed on an individual basis. The conference between the administrator, student and his/her parent or guardian is to provide the student the opportunity to present a request for reinstatement. The administrator will consider only one appeal from each student requesting reinstatement. Note: a conference to request reinstatement is not needed unless the student wishes to make the request before the normal date of reinstatement.

Students who desire to participate in tryouts or elections for extracurricular activities for the following year must request a conference at least two weeks prior to the official tryout or Election Day.

If a parent or guardian and student would choose to take further action, they should request a conference with the appropriate administrator. If unresolved, the District provides for the complaint to be presented to the Superintendent. If the complaint still remains unresolved it will be presented to the Board of Trustees.

X. Acknowledgement

In order to participate in any extracurricular activity, the student and parent or guardian must sign the acknowledgement form. The acknowledgement form states that the signing parties understand the consequences for engaging in prohibited conduct.

LETTERING POLICIES

Athletic Awards: A student may qualify for a major award only in a varsity sport and only if he/she completes the season. Coaches will determine who letters according to individual sport policy and subject to approval of the Athletic Director.

Theater Arts: A student will qualify if he/she participates in the District One Act Play.

Cheerleaders: A Cheerleader has to have been a High School Cheerleader for 2 years, one of which is on the Varsity Squad.

Band: A student must be a member in good standing. A student entering the high school band program for the first time must have completed two full years of band at Marble Falls High School in addition the other requirements listed in the Band Grading and Lettering Guidelines

ADDITIONAL POLICIES

TRAVEL

All extracurricular participants represent the community, school, sponsors and coaches. Therefore, it is expected that all will dress in an acceptable manner on trips and demonstrate appropriate conduct. All Varsity athletes/UII participants making the trip on the bus will return on the bus unless in an emergency situation or when parents are present and there is good reason for returning with parents. This must be cleared with the head coach/sponsor prior to the trip. Athletes/participants are never to return with anyone other than on the bus or their own parents.

Exception: An athlete/participant may receive permission to ride with someone else's parents with prior written consent granted by the Athletic Director or Principal.

QUITTING A SPORT

Anyone quitting a sport beyond the trial period, seven practice or contest days from when the participant first began, will not be allowed to participate in another sport until the season of the sport quit is completed. **The student will also not be allowed to participate in that particular activity the following year.** The Athletic Director or Principal may, at their discretion, make an exception to this rule when an event outside the control of the athlete or his/her family causes the athlete to drop out of a sport. A clear understanding is to be reached by the Principal, Athletic Director, head coach, parents and the athlete at the time the sport is dropped.

MULTIPLE SPORTS/ EXTRACURRICULAR ACTIVITIES

Athletes are encouraged to participate in more than one sport/activity. Eligibility to participate in a particular sport/activity will not be based upon participation in a second sport/activity unless the athlete quits a previous sport. Athletes may choose to participate in other extracurricular activities as long as they are aware of the inherent conflicts that can occur. In case of a conflict, a district

competition/event should take precedent over nondistrict competitions/events. Arrangements will be made by the coaches/sponsors to allow the students in multiple events to travel back and forth. In the event the conflict occurs at the same time and arrangements cannot be made to participate in both the district event should take precedent.

DISCIPLINE

Several different means of discipline will be used depending on each situation. Whatever type of discipline is required, the purpose is to help athletes and participants improve themselves and to become better people. Failure to accept this, on the part of the ECP, may result in dismissal from the ECA.

ELIGIBILITY POLICIES

All extracurricular participants must maintain a passing grade (70) in all classes to be eligible to participate in extracurricular activities. Please check the enclosed Eligibility Dates. The UIL does not consider advanced courses (Pre-Cal & AP) for eligibility purposes. However, Marble Falls ISD does. Students may be granted a one-time waiver of eligibility if they are failing one advanced course during the year. The waiver request form may be picked up in the front office.

ELIGIBILITY TUTORIAL POLICIES

Any extracurricular participant receiving a grade lower than the equivalent of 70 in any academic class will continue at least a three week suspension from events/contests until the ECP is passing all classes and has attended a minimum of 5 mandatory tutorial hours for each class that minimum passing standards have not been met.

emergency, extenuating circumstances or funeral.

ALL-DISTRICT ACADEMIC

The All District Academic Policy will be set by the High School Principal, Athletic Director, Band and Academic UIL Directors and the District Executive Committee of the UIL District Marble Falls ISD is assigned.

ATTENDANCE

Students must attend school all day to be eligible to participate in ECA with the following exceptions:

1. Attending a school or UIL event
2. Receiving a waiver from the Superintendent or designee for a medical appointment, family

NOTE:

These rules apply to all sports and UIL events but head coaches and sponsors may have additional rules that their athletes and participants must follow

EXTRACURRICULAR INSURANCE

The following facts should be fully understood by, the parents and or guardians of all Marble Falls I. S. D. ECP's, who are involved in U.I.L. activities in grades 7 through 12.

1. The Marble Falls I. S. D. provides for athletic and extracurricular insurance for students in grades 7 thru 12. This coverage is for U.I.L. sponsored activities, including all U.I.L. athletic events. Your child will be covered while participating in, practicing for, and traveling to and from such an activity.
2. The insurance provided by the school is for activities that are sanctioned by U.I.L. rules and regulations. Any competition in which the student participates that is not under U.I.L. sanction will NOT be covered by the insurance.
3. Marble Falls I. S. D. assumes no responsibility as a result of injuries that occur during an athletic or U.I.L. event: however, this insurance is provided at school expense. This is **SECONDARY INSURANCE** to whatever health insurance the parent(s) or guardian(s) have for their children, and all claims **must** be filed with the primary health insurance company **first** and with the school insurance company **second**. You will need to indicate on the school insurance claim form the name and address of your regular insurance carrier.
4. Decisions about coverage are up to the insurance company. All questions about coverage and the procedures for accessing the insurance must be made to the insurance company. District employees cannot interpret the policy or provide any assistance other than limited assistance in completing claim forms.

5. If the student has no other insurance coverage, the school insurance will become the primary carrier and will pay accordingly. The parent or guardian should indicate on the claim form if they have no other health insurance.
6. **All policies have limitations.** The school insurance will pay up to the amounts that are listed in the coverage documents, subject to policy exclusions and other limitations. ***Parents will be responsible for any amount remaining after both the primary health insurance and limitations have been reached. Parents should verify that the doctor/hospital is in the network.***
7. The Marble Falls I. S. D. and its employees are NOT responsible for any costs for treatment to your child by any doctor.
8. In case of an injury, **it is the responsibility of the parent to file a claim form.** These forms are available in the principal's office, from the trainer or coach, or the Administration Office. The coaches, trainer, sponsors or administrative personnel will be happy to help complete the form; however, no Marble Falls I. S. D. employee is responsible for filing your claim.
9. As with any policy, there are policy exclusions and rules for filing claims. Please review the Policy Limitations that are listed in the brochure; you are responsible for taking all steps necessary to access the extracurricular activity insurance. Most policies have a time limitation for filing a claim.
10. Since the insurance is for U.I.L. sponsored events only, you may wish to purchase the additional insurance that is available to your child. This should be purchased at the beginning of the school year and is the same basic coverage. The AT School Coverage provides coverage for injuries that occur at school or during school-sponsored activities during the regular school year. The 24-Hour coverage provides coverage 24 hours a day until the first day of the following school year.

Marble Falls ISD Eligibility Calendar 2015 - 2016

GRADING PERIOD	GRADING PERIOD ENDS	ELIGIBILITY STAGE	DATE EFFECTIVE
Progress Report	Sept. 11	Nothing	N/A
1 st Six Weeks Check	Oct. 2	Gain/Lose	Oct. 9
1 st Nine Weeks	Oct. 16	Gain/Lose	Oct. 23
Progress Report	Nov. 6	Gain Only	Nov. 13
Progress Report	Dec. 4	Gain Only	Dec. 11
2 nd Nine Weeks*	Dec. 18	Gain/Lose	Jan. 12
Progress Report	Jan. 22	Gain Only	Jan. 29
Progress Report	Feb. 12	Gain Only	Feb. 19
3 rd Nine Weeks	Mar. 11	Gain /Lose	Mar. 25
Progress Report	Apr. 11	Gain Only	Apr. 18
Progress Report	Apr. 29	Gain Only	May 6
4 th Nine Weeks	May 26	Credit-Based	Fall 2016

**This eligibility check is based on the nine weeks average, NOT the semester grade.*

GAIN/LOSE – Students will gain eligibility if they are passing **ALL** classes or lose eligibility if they fail **ANY** class (excluding those identified as honors or advanced classes**).

GAIN ONLY - Ineligible students have the opportunity to regain eligibility if they are passing **ALL** classes - not just the ones they were failing (excluding those identified as honors or advanced classes**).

GRACE PERIOD (DATE EFFECTIVE) - Students regain or lose eligibility at the end of the school day, 7 days after the eligibility check.

**Honors/Advanced Class Waiver: Students may be granted a one-time waiver for one six weeks period of eligibility if they fail an advanced course with a grade of 60-70 percent. Students shall be eligible for one waiver per year.

Regarding eligibility, all incompletes must be corrected **before the student with the incomplete will be eligible.

Eligibility

Eligibility for participation in many extracurricular activities is governed by state law as well as rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.** A suspension continues for at least three school weeks and is not removed during the school year until the student is passing all classes.
- A student with disabilities 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.
- In order for an ineligible student to become eligible the student must be passing all classes with a grade of 70 or higher after the next grade evaluation period and attend documented completion of a minimum of 5 hours of tutorials approved by the coach/sponsor.
- A student is allowed in a school year up to ten 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. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. [For further information, see policies FM and FO.]

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT DRUG TESTING POLICY

I. OBJECTIVES

- a. To provide a deterrent to drug use for any Marble Falls Independent School District (hereinafter referred to as MFISD) student (hereinafter referred to as Extra-Curricular Participant or "ECP") who participates in Extra-Curricular Activities (hereinafter referred to as "ECA") in grades 7 through 12.
- b. To provide a drug education program for those ECP's who test positive for drug use and for ECP's at risk for drug use.
- c. To insure the health and safety of ECP's.

II. PLAN

- a. All ECP's from grades 7 through 12 (male and female) involved in MFISD ECA's will be subject to this testing program.
- b. All ECP's from grades 9 through 12 to be initially tested at a minimum of 1 time per semester (fall and spring) each school year. All ECP's from grades 9-12 will be subject to random testing throughout the year (twice per semester). All ECP's from grades 7-8 may be subject to random testing throughout the year.
- c. ECP's selected for random testing will be chosen from a pool of all ECP's. (reference section IV.B)
- d. The method of screening is by an independent laboratory immunological screening procedure. All drugs detected by the screen will be confirmed by Gas Chromatography/ Mass Spectroscopy (hereinafter referred to as GC/MS) before being reported as being detected. ECP's admission of guilt will also constitute a positive screening. Failure to produce a sample in the allotted time period will be considered a positive screening.
- e. Certified lab personnel and professional staff will administer testing.
- f. Each ECP who is selected will be required to provide a urine, hair or oral sample to the designee during the time constraints described in Part IV.

III. DRUGS ELIGIBLE FOR TESTING:

Alcohol
Amphetamines
Barbiturates
Benzodiazepine
Cocaine
Methaqualone
Opiates: codeine, heroin, morphine, papaverine
Phencyclidine
Tetrahydrocannabinol (THC): marijuana
Steroids
Ecstasy
Synthetic

IV. TESTING PROCEDURES AND PROTOCOL

- a. **Mandatory Testing:** Every male and female ECP, grades 9 through 12, will be tested twice a year. When selected for testing the ECP will be required to submit a sample immediately upon request. All specimens will be collected adhering to a strict chain of custody.
- b. **Random Testing:** Every male and female ECP, grades 7 through 12, will be eligible to be tested during the entire school year. A predetermined percentage of approximately 10% of High School ECP's will be randomly selected by the MFISD vendor from a computer program 4 times per school year. The final random percentage number will be determined by the drug program administrator and the MFISD vendor. They will be required to submit a sample immediately upon request. All specimens will be collected, adhering to a strict chain of custody.
- c. All positive screenings will be confirmed by either ECP's admission or an additional test from the same sample that will include GC/MS testing by the MFISD vendor. A positive test result will not constitute an offense if the ECP's parent/guardian provides the Drug Program Administrator (hereinafter referred to as DPA) with a valid, legal prescription for the drug identified as positive by the test.
- d. The MFISD vendor will take the specimens to an independent lab for processing. The MFISD vendor will send the results to the DPA. The ECP's identification number will identify all specimens.
- e. Non-compliance by any ECP with the above testing procedures will be considered a violation of this policy and grounds for removal from ECA's within the MFISD.
- f. Each ECP in an ECA for grades 7 through 12 and, if the student is under 18 years of age, his or her parent/guardian shall sign a consent form agreeing to the student's participation in the drug testing program. One consent form will be required and kept on file when the ECP begins participation. If the ECP or parent/guardian refuses to consent, the ECP shall be denied participation in extra-curricular activities until said consent form is signed and at parent/guardians expense the participant undergoes drug testing with a negative result.

- g. Any ECP refusing to be tested will be subject to sanctions as if testing positive. Failure to provide a specimen within 2 hours constitutes a refusal to test. Readmission to ECA will be contingent upon agreement to participate in the drug testing program and a negative test result.
- h. Any ECP caught by DPA, testing monitors, or MFISD vendor, cheating or tampering with a specimen, will be subject to sanctions as if testing positive.
- i. The administering of the Policy and Testing Procedures and/or interpretation thereof, is left to the discretion of the DPA.

V. CONFIDENTIALITY

- a. The collection and coding of specimen samples are executed in a manner insuring total confidentiality and property identification.
- b. Only the ECP, parent/guardian, extracurricular sponsor, Athletic Director, campus principal, and the DPA will know the policy violation(s).
- c. All test results shall be destroyed when the ECP no longer has extra-curricular eligibility.

VI. SANCTIONS FOR POSITIVE TESTING

- a. All offenses are cumulative throughout the ECP's eligibility. (7th through 12th grade)
- b. The following disciplinary measures will be taken for any ECP testing positive to a drug test, and/or any ECP having written documentation reported by law enforcement officers as having been involved with drug activity (i.e.: selling, buying, use of or possession of drug paraphernalia or drugs eligible to be tested.)
- c. Any suspension shall take place in the immediate activity that the ECP is involved in. If the student is not actively involved in an extracurricular activity at that time, the suspension will start with the next event that the ECP is involved in.
- d. The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.

FIRST OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss ECP's sanctions.
2. Suspension from the ECA for 20% of all scheduled events with a minimum of 1 activity for those with 4 or fewer events in the season but does not include suspension from play-off practice game, scrimmages, practices, or program participation.
3. Documented completion of a minimum of 5 hours of drug education/counseling delivered by a Licensed Professional Counselor (hereinafter referred to as LPC), or other acceptable professional at the discretion of the DPA, at the ECP's and/or parent/guardian's expense. A list of LPC's will be provided by the DPA.
4. ECP will be tested each of the next 4 testing sessions. This will carry over into the next school year.

SECOND OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. Suspension from the ECA for 50% of scheduled events with a minimum of one activity for those ECA's with 2 events or less and until he/she has a negative drug test with the MFISD vendor.
3. Documented completion of a minimum of 10 hours of drug education counseling from a LPC, or other acceptable professional at the discretion of the DPA, at ECP's or parent/guardian's expense. A list of LPC's will be provided by the DPA.
4. ECP will be tested each of the next 6 testing sessions. This will carry over into the next school year.

THIRD OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. A high school ECP shall be suspended from ECA's for 1 calendar year, including class, practices, rehearsals, and contests.
3. A 7th or 8th grade ECP shall be suspended from ECA's for 1 calendar year including class, practices, rehearsals, and contests.
4. ECP may be reinstated to an ECA after 1 calendar year at the completion of a minimum of 15 documented hours of drug counseling and a negative drug test.
5. Parent/guardian is responsible for all counseling.
6. An ECP's suspension from ECA's under the third offense shall begin the day the Drug Program Administrator confirms the third test as positive.

FOURTH OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. A fourth positive test shall result in removal of the ECP, whether in high school or middle school, from participation in ECA's for the remainder of his or her middle school and high school eligibility.

A PARENT OR GUARDIAN, AT HIS OR HER OWN EXPENSE, MAY REQUEST ANOTHER TEST OF THE SAME SAMPLE BY ANOTHER CERTIFIED LABORATORY.

THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT WILL NOT BE RESPONSIBLE FOR ANY COST INCURRED BY THE PARENT/GUARDIAN OR ECP FOR DRUG EDUCATION, COUNSELING, OR RESIDENTIAL TREATMENT.

VII. DEFINITION OF TERMS

The following definition is for the purpose of the drug-testing program in this policy.

1. The term "extracurricular activities" (ECA) means any membership or participation in any of the clubs, organizations or activities on the attached list.
2. Extra-Curricular Participant (ECP): ANY participating student in grades 7 through 12.
3. ECA: Extra-Curricular Activities in grades 7 through 12.
4. DPA: Drug Program Administrator
5. GC/MS: A Gas Chromatography/Mass Spectroscopy; a scientific process to identify specific chemical compounds. A molecular fingerprint is obtained that identifies a chemical compound with 100 percent accuracy.
6. LPC: Licensed Professional Counselor

LIST OF ACTIVITIES

Middle School

Band	Athletic Department
Cheerleaders	Student Council
Competition Choir	UIL Theater
Creative Problem Solving	UIL Academics
Junior FFA	Junior NHS
Theater Arts	

High School

Band	Girls Basketball
Baseball	Girls Cross Country
Boys Basketball	Girls Golf
Boys Cross Country	Girls Soccer
Boys Golf	Girls Tennis
Boys Soccer	H.O.S.A.
Boys Tennis	Key Club
Boys Track	Lovely Ladies
Chess Club	PALS
Cheerleaders	Power Lifting
Child Guidance	Skills USA
Competition Choir	Softball
FBLA	Starlettes
FFA	Student Council
FCCLA	UIL Academics
Fishing Club	UIL Journalism
Football	UIL Theater
4 H	Volleyball
Yearbook	Parking Permits
NHS	Thespians

A copy of the Drug Testing Policy is available in Spanish upon request in the Central Office.

Una copia de la Política de la Prueba para las drogas esta disponible en español en las oficinas administrativas si se requiere.

COMPLAINTS BY STUDENT/PARENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or conference with the coach/sponsor. For those complaints and concerns that cannot be handled so easily, the parent or student should first discuss the complaint or concern with the Athletic Director/UIL Director. If unresolved, parents or student athletes should follow the standard complaint policy established by the district.

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
PARENT AND STUDENT EXTRACURRICULAR HANDBOOK AND DRUG
POLICY
ACKNOWLEDGMENT FORM**

Please read, sign, date, and return this form. Students will not be allowed to participate in Extracurricular Activities until this form is completed, signed and returned.

We have received and read a copy of the MFISD's Extracurricular Handbook and Drug Testing Policy. We understand that this policy is part of the District's rules and that it applies to all high school and middle school students participating in Extracurricular Activities. We understand and consent to all the requirements of this code and understand the consequences that my child will face if he or she fails to adhere to these rules and agree to such terms.

Print Student's Name

Student Signature

Date

Grade

Parent Signature

Date

Please list all extracurricular activities in which your student is currently participating: _____

PARENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

- Remember: The classroom comes first!
- Help conduct fair and equitable competition: adhere to the rules; uphold the law and respect authority.
- Remember that officials are human. Respect their decisions.
- Delegate authority to the school and support its decisions.
- Set standards by which you expect children to conduct themselves and live by those standards yourself.
- Be involved in areas in which your own child is not involved, thus contributing to school unity and spirit.
- Show respect to the opponents of your children.
- Praise. Don't criticize. Urge others to do the same.

MARBLE FALLS I.S.D. EXTRACURRICULAR CODE OF STUDENT CONDUCT

I. Extracurricular Activities

The term "extracurricular activities" means any membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and the school district and sponsored by the district or a campus. All University Interscholastic League (UIL) and non-UIL activities and student organizations, such as Student Council and National Honor Society are extracurricular. All extracurricular activity participants, including elected and appointed officers of all campus organizations, are subject to the provisions of this *Extracurricular Code of Conduct*.

II. Conduct Expectations

1. The conduct of the Extracurricular Participant (ECP) is closely observed, in many areas of life. No student is obligated to take part in Extracurricular Activities (ECA), nor is it required for graduation. It is stressed that this is a PRIVILEGE, and the coaches and administrators have the authority to revoke this privilege when requirements are not met by the student. It is recognized that some of the following rules are stricter than for the general student body. However, the ECP is expected to accept and to follow the established rules.
2. Our ECP's and sponsors must understand that others do not always act appropriately, but we must insist that our sponsors and participants act in a sportsmanlike manner.
3. All of our students must be on time and prepared for all phases of the activity in which they are involved. If they are not able to be on time or perform all of their responsibilities, they must communicate with their coach or sponsor as soon as possible.
4. In order to promote a positive educational and extracurricular environment for all students, all employees of MFISD are committed to upholding the "no hazing" policy as stated in the student code of conduct.
5. While a student is injured or ill but is still able to attend all activities they must report to the coach to determine what their responsibilities will be while they are not actively competing.
6. All students and sponsors should have and must show respect for each other.
7. Fighting and profanity are not suitable methods for resolving conflict.
8. Inappropriate touching, making out, sexual gestures or exposing parts of the body that are ordinarily covered up in public places are not acceptable actions in public for ECPs and will be addressed appropriately.
9. Any (possession/use) of tobacco are not acceptable actions for ECP's at any time and will be addressed appropriately **by AD and/or Principal along with sponsor or coach.**

Each individual sponsor/coach will have policies that deal with the discipline for these expectations. These policies with appropriate discipline methods will be explained before practice for the season begins. The appropriate administrator will be involved when these policies are applied.

III. Jurisdiction

Because participation in extracurricular activities is a privilege and not a right, Marble Falls ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this *Extracurricular Code of Conduct* extends beyond the *Marble Falls ISD Student Code of Conduct* not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. This *Extracurricular Code of Conduct* will be enforced with all students grades 7 - 12 participating in extracurricular activities:

- **Regardless of whether school is in session.**
- regardless of whether the offense occurs on or off school property or at a school-related event;
- regardless of whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- regardless of whether the extracurricular activity is in-season

It is possible that a student who violates the *Marble Falls ISD Student Code of Conduct* will incur consequences from both the appropriate school administrator and from his or her coach or sponsor for the same particular violation. It is also possible that a student participating in extracurricular activities could violate the *Extracurricular Code of Conduct* and be subject to discipline by a coach or sponsor without having violated the *Marble Falls ISD Student Code of Conduct*.

The MFISD Board of Trustees has authorized the creation and distribution of this Code in MFISD Board Policy FO (LOCAL), which states:

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Organizational standards of behavior of an extracurricular activity are independent of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct.

IV. District Prohibited Conduct

Marble Falls ISD students participating in extracurricular activities are prohibited from any violation(s) listed in the MFISD Student Code of Conduct.

V. Procedures

The coach, sponsor, administrator or DPA will determine whether an *Extracurricular Code of Conduct* violation has occurred.

Upon determination of an *Extracurricular Code of Conduct* violation, the following individuals will be notified:

- The student and the student's parent(s) or guardian(s)
- The Athletic Director, Sponsor, Grade-Level Principal, and/or DPA

Nothing in this *Extracurricular Code of Conduct* limits the authority of a coach or sponsor to impose reasonable sanctions, including extra workouts, for students who breach team or organization conduct expectations.

VI. Disciplinary Action

Coaches and sponsors will review all the facts and circumstances surrounding a particular violation and impose appropriate disciplinary action. Coaches and sponsors will strive for consistency in doling out punishment for *Extracurricular Code of Conduct* violations, but will also exercise sound professional discretion.

- Any ECP suspended or academically ineligible will be removed from all participation in all extracurricular activities. This includes travel, contest, being in the team area, and any other activities except for practices until their suspension is complete or they gain academic eligibility. (Note: A scrimmage is considered a practice. Participation in awards ceremonies and Parent night is permissible.)
- In School Suspension will be addressed appropriately by AD and/or Principal along with sponsor or coach
- Suspension/Removal from office in the case of a student office holder who commits an offense.
- Students in AEP will not be allowed to participate in extracurricular activities in any capacity or to attend extracurricular activities.
- Any student holding a Final Title 5 Felony conviction or an offense deemed severe enough by the appropriate administrator and superintendent shall be excluded permanently from holding any student office, practicing or participation in any extracurricular activity.

Coaches/sponsors will be required to hold a conference with the parent or guardian and the student to confirm the violation, discuss the consequence and notify about re-instatement

VII. Alcohol/Drug Violations

Any violation of substances eligible for testing in Section III of the MFISD Drug Testing Policy will follow the sanctions listed in Section VI of the Drug Testing Policy.

An ECP who voluntarily admits a violation within the first 48 hours of the time at which the violation occurred, will receive a reduction in the length of the suspension. It will be up to the ECP in violation to contact their sponsor, coach, or school administrator.

1st violation with voluntary admission : suspension would be reduced from 20% of regularly scheduled events to 10 %

2nd violation with voluntary admission : suspension would be reduced from 50% of regularly scheduled events to 30%

3rd violation with voluntary admission : suspension would be reduced from one calendar year to 70% of regularly scheduled events

4th violation **receives no reduction** and will result in the sanctions listed under FOURTH OFFENSE in section VI of the drug testing policy

If the violation is alcohol/drug related, the parent conference will be held by the DPA.

Note: Percentage suspensions will be based on the number of scheduled events the ECP is involved in. Satisfactory completion of that activity is necessary for the suspension to be complete. Tournaments for team sports such as BKB/BSB/SFB/Soccer, will be counted as 3 events regardless of the actual number of games played. Golf, Tennis, and other activities, in which all events are tournaments, will be counted as one event. Any cancellations that are **not** rescheduled or replaced will be counted as events. Any percentage of **.4** or less will be rounded down. Any percentage of **.5** or more will be rounded up.

*** The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.**

VIII. Request for Conference

A student who is removed from the extracurricular program(s) because of failure to comply with the Extracurricular Code of Conduct may request a conference before the appropriate administrator. ***The request must be in writing.***

Conferences will be held as needed on an individual basis. The conference between the administrator, student and his/her parent or guardian is to provide the student the opportunity to present a request for reinstatement. The administrator will consider only one appeal from each student requesting reinstatement. Note: a conference to request reinstatement is not needed unless the student wishes to make the request before the normal date of reinstatement.

Students who desire to participate in tryouts or elections for extracurricular activities for the following year must request a conference at least two weeks prior to the official tryout or Election Day.

If a parent or guardian and student would choose to take further action, they should request a conference with the appropriate administrator. If unresolved, the District provides for the complaint to be presented to the Superintendent. If the complaint still remains unresolved it will be presented to the Board of Trustees.

X. Acknowledgement

In order to participate in any extracurricular activity, the student and parent or guardian must sign the acknowledgement form. The acknowledgement form states that the signing parties understand the consequences for engaging in prohibited conduct.

LETTERING POLICIES

Athletic Awards: A student may qualify for a major award only in a varsity sport and only if he/she completes the season. Coaches will determine who letters according to individual sport policy and subject to approval of the Athletic Director.

Theater Arts: A student will qualify if he/she participates in the District One Act Play.

Cheerleaders: A Cheerleader has to have been a High School Cheerleader for 2 years, one of which is on the Varsity Squad.

Band: A student must be a member in good standing. A student entering the high school band program for the first time must have completed two full years of band at Marble Falls High School in addition the other requirements listed in the Band Grading and Lettering Guidelines

ADDITIONAL POLICIES

TRAVEL

All extracurricular participants represent the community, school, sponsors and coaches. Therefore, it is expected that all will dress in an acceptable manner on trips and demonstrate appropriate conduct. All Varsity athletes/UII participants making the trip on the bus will return on the bus unless in an emergency situation or when parents are present and there is good reason for returning with parents. This must be cleared with the head coach/sponsor prior to the trip. Athletes/participants are never to return with anyone other than on the bus or their own parents.

Exception: An athlete/participant may receive permission to ride with someone else's parents with prior written consent granted by the Athletic Director or Principal.

QUITTING A SPORT

Anyone quitting a sport beyond the trial period, seven practice or contest days from when the participant first began, will not be allowed to participate in another sport until the season of the sport quit is completed. **The student will also not be allowed to participate in that particular activity the following year.** The Athletic Director or Principal may, at their discretion, make an exception to this rule when an event outside the control of the athlete or his/her family causes the athlete to drop out of a sport. A clear understanding is to be reached by the Principal, Athletic Director, head coach, parents and the athlete at the time the sport is dropped.

MULTIPLE SPORTS/ EXTRACURRICULAR ACTIVITIES

Athletes are encouraged to participate in more than one sport/activity. Eligibility to participate in a particular sport/activity will not be based upon participation in a second sport/activity unless the athlete quits a previous sport. Athletes may choose to participate in other extracurricular activities as long as they are aware of the inherent conflicts that can occur. In case of a conflict, a district

competition/event should take precedent over nondistrict competitions/events. Arrangements will be made by the coaches/sponsors to allow the students in multiple events to travel back and forth. In the event the conflict occurs at the same time and arrangements cannot be made to participate in both the district event should take precedent.

DISCIPLINE

Several different means of discipline will be used depending on each situation. Whatever type of discipline is required, the purpose is to help athletes and participants improve themselves and to become better people. Failure to accept this, on the part of the ECP, may result in dismissal from the ECA.

ELIGIBILITY POLICIES

All extracurricular participants must maintain a passing grade (70) in all classes to be eligible to participate in extracurricular activities. Please check the enclosed Eligibility Dates. The UIL does not consider advanced courses (Pre-Cal & AP) for eligibility purposes. However, Marble Falls ISD does. Students may be granted a one-time waiver of eligibility if they are failing one advanced course during the year. The waiver request form may be picked up in the front office.

ELIGIBILITY TUTORIAL POLICIES

Any extracurricular participant receiving a grade lower than the equivalent of 70 in any academic class will continue at least a three week suspension from events/contests until the ECP is passing all classes and has attended a minimum of 5 mandatory tutorial hours for each class that minimum passing standards have not been met.

emergency, extenuating circumstances or funeral.

ALL-DISTRICT ACADEMIC

The All District Academic Policy will be set by the High School Principal, Athletic Director, Band and Academic UIL Directors and the District Executive Committee of the UIL District Marble Falls ISD is assigned.

ATTENDANCE

Students must attend school all day to be eligible to participate in ECA with the following exceptions:

1. Attending a school or UIL event
2. Receiving a waiver from the Superintendent or designee for a medical appointment, family

NOTE:

These rules apply to all sports and UIL events but head coaches and sponsors may have additional rules that their athletes and participants must follow

EXTRACURRICULAR INSURANCE

The following facts should be fully understood by, the parents and or guardians of all Marble Falls I. S. D. ECP's, who are involved in U.I.L. activities in grades 7 through 12.

1. The Marble Falls I. S. D. provides for athletic and extracurricular insurance for students in grades 7 thru 12. This coverage is for U.I.L. sponsored activities, including all U.I.L. athletic events. Your child will be covered while participating in, practicing for, and traveling to and from such an activity.
2. The insurance provided by the school is for activities that are sanctioned by U.I.L. rules and regulations. Any competition in which the student participates that is not under U.I.L. sanction will NOT be covered by the insurance.
3. Marble Falls I. S. D. assumes no responsibility as a result of injuries that occur during an athletic or U.I.L. event: however, this insurance is provided at school expense. This is **SECONDARY INSURANCE** to whatever health insurance the parent(s) or guardian(s) have for their children, and all claims **must** be filed with the primary health insurance company **first** and with the school insurance company **second**. You will need to indicate on the school insurance claim form the name and address of your regular insurance carrier.
4. Decisions about coverage are up to the insurance company. All questions about coverage and the procedures for accessing the insurance must be made to the insurance company. District employees cannot interpret the policy or provide any assistance other than limited assistance in completing claim forms.

5. If the student has no other insurance coverage, the school insurance will become the primary carrier and will pay accordingly. The parent or guardian should indicate on the claim form if they have no other health insurance.
6. **All policies have limitations.** The school insurance will pay up to the amounts that are listed in the coverage documents, subject to policy exclusions and other limitations. ***Parents will be responsible for any amount remaining after both the primary health insurance and limitations have been reached. Parents should verify that the doctor/hospital is in the network.***
7. The Marble Falls I. S. D. and its employees are NOT responsible for any costs for treatment to your child by any doctor.
8. In case of an injury, **it is the responsibility of the parent to file a claim form.** These forms are available in the principal's office, from the trainer or coach, or the Administration Office. The coaches, trainer, sponsors or administrative personnel will be happy to help complete the form; however, no Marble Falls I. S. D. employee is responsible for filing your claim.
9. As with any policy, there are policy exclusions and rules for filing claims. Please review the Policy Limitations that are listed in the brochure; you are responsible for taking all steps necessary to access the extracurricular activity insurance. Most policies have a time limitation for filing a claim.
10. Since the insurance is for U.I.L. sponsored events only, you may wish to purchase the additional insurance that is available to your child. This should be purchased at the beginning of the school year and is the same basic coverage. The AT School Coverage provides coverage for injuries that occur at school or during school-sponsored activities during the regular school year. The 24-Hour coverage provides coverage 24 hours a day until the first day of the following school year.

Marble Falls ISD Eligibility Calendar 2015 - 2016

GRADING PERIOD	GRADING PERIOD ENDS	ELIGIBILITY STAGE	DATE EFFECTIVE
Progress Report	Sept. 11	Nothing	N/A
1 st Six Weeks Check	Oct. 2	Gain/Lose	Oct. 9
1 st Nine Weeks	Oct. 16	Gain/Lose	Oct. 23
Progress Report	Nov. 6	Gain Only	Nov. 13
Progress Report	Dec. 4	Gain Only	Dec. 11
2 nd Nine Weeks*	Dec. 18	Gain/Lose	Jan. 12
Progress Report	Jan. 22	Gain Only	Jan. 29
Progress Report	Feb. 12	Gain Only	Feb. 19
3 rd Nine Weeks	Mar. 11	Gain /Lose	Mar. 25
Progress Report	Apr. 11	Gain Only	Apr. 18
Progress Report	Apr. 29	Gain Only	May 6
4 th Nine Weeks	May 26	Credit-Based	Fall 2016

**This eligibility check is based on the nine weeks average, NOT the semester grade.*

GAIN/LOSE – Students will gain eligibility if they are passing **ALL** classes or lose eligibility if they fail **ANY** class (excluding those identified as honors or advanced classes**).

GAIN ONLY - Ineligible students have the opportunity to regain eligibility if they are passing **ALL** classes - not just the ones they were failing (excluding those identified as honors or advanced classes**).

GRACE PERIOD (DATE EFFECTIVE) - Students regain or lose eligibility at the end of the school day, 7 days after the eligibility check.

***Honors/Advanced Class Waiver: Students may be granted a one-time waiver for one six weeks period of eligibility if they fail an advanced course with a grade of 60-70 percent. Students shall be eligible for one waiver per year.*

****Regarding eligibility, all incompletes must be corrected before the student with the incomplete will be eligible.**

Eligibility

Eligibility for participation in many extracurricular activities is governed by state law as well as rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.** A suspension continues for at least three school weeks and is not removed during the school year until the student is passing all classes.
- A student with disabilities 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.
- In order for an ineligible student to become eligible the student must be passing all classes with a grade of 70 or higher after the next grade evaluation period and attend documented completion of a minimum of 5 hours of tutorials approved by the coach/sponsor.
- A student is allowed in a school year up to ten 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. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. [For further information, see policies FM and FO.]

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT DRUG TESTING POLICY

I. OBJECTIVES

- a. To provide a deterrent to drug use for any Marble Falls Independent School District (hereinafter referred to as MFISD) student (hereinafter referred to as Extra-Curricular Participant or "ECP") who participates in Extra-Curricular Activities (hereinafter referred to as "ECA") in grades 7 through 12.
- b. To provide a drug education program for those ECP's who test positive for drug use and for ECP's at risk for drug use.
- c. To insure the health and safety of ECP's.

II. PLAN

- a. All ECP's from grades 7 through 12 (male and female) involved in MFISD ECA's will be subject to this testing program.
- b. All ECP's from grades 9 through 12 to be initially tested at a minimum of 1 time per semester (fall and spring) each school year. All ECP's from grades 9-12 will be subject to random testing throughout the year (twice per semester). All ECP's from grades 7-8 may be subject to random testing throughout the year.
- c. ECP's selected for random testing will be chosen from a pool of all ECP's. (reference section IV.B)
- d. The method of screening is by an independent laboratory immunological screening procedure. All drugs detected by the screen will be confirmed by Gas Chromatography/ Mass Spectroscopy (hereinafter referred to as GC/MS) before being reported as being detected. ECP's admission of guilt will also constitute a positive screening. Failure to produce a sample in the allotted time period will be considered a positive screening.
- e. Certified lab personnel and professional staff will administer testing.
- f. Each ECP who is selected will be required to provide a urine, hair or oral sample to the designee during the time constraints described in Part IV.

III. DRUGS ELIGIBLE FOR TESTING:

Alcohol
Amphetamines
Barbiturates
Benzodiazepine
Cocaine
Methaqualone
Opiates: codeine, heroin, morphine, papaverine
Phencyclidine
Tetrahydrocannabinol (THC): marijuana
Steroids
Ecstasy
Synthetic

IV. TESTING PROCEDURES AND PROTOCOL

- a. **Mandatory Testing:** Every male and female ECP, grades 9 through 12, will be tested twice a year. When selected for testing the ECP will be required to submit a sample immediately upon request. All specimens will be collected adhering to a strict chain of custody.
- b. **Random Testing:** Every male and female ECP, grades 7 through 12, will be eligible to be tested during the entire school year. A predetermined percentage of approximately 10% of High School ECP's will be randomly selected by the MFISD vendor from a computer program 4 times per school year. The final random percentage number will be determined by the drug program administrator and the MFISD vendor. They will be required to submit a sample immediately upon request. All specimens will be collected, adhering to a strict chain of custody.
- c. All positive screenings will be confirmed by either ECP's admission or an additional test from the same sample that will include GC/MS testing by the MFISD vendor. A positive test result will not constitute an offense if the ECP's parent/guardian provides the Drug Program Administrator (hereinafter referred to as DPA) with a valid, legal prescription for the drug identified as positive by the test.
- d. The MFISD vendor will take the specimens to an independent lab for processing. The MFISD vendor will send the results to the DPA. The ECP's identification number will identify all specimens.
- e. Non-compliance by any ECP with the above testing procedures will be considered a violation of this policy and grounds for removal from ECA's within the MFISD.
- f. Each ECP in an ECA for grades 7 through 12 and, if the student is under 18 years of age, his or her parent/guardian shall sign a consent form agreeing to the student's participation in the drug testing program. One consent form will be required and kept on file when the ECP begins participation. If the ECP or parent/guardian refuses to consent, the ECP shall be denied participation in extra-curricular activities until said consent form is signed and at parent/guardians expense the participant undergoes drug testing with a negative result.

- g. Any ECP refusing to be tested will be subject to sanctions as if testing positive. Failure to provide a specimen within 2 hours constitutes a refusal to test. Readmission to ECA will be contingent upon agreement to participate in the drug testing program and a negative test result.
- h. Any ECP caught by DPA, testing monitors, or MFISD vendor, cheating or tampering with a specimen, will be subject to sanctions as if testing positive.
- i. The administering of the Policy and Testing Procedures and/or interpretation thereof, is left to the discretion of the DPA.

V. CONFIDENTIALITY

- a. The collection and coding of specimen samples are executed in a manner insuring total confidentiality and property identification.
- b. Only the ECP, parent/guardian, extracurricular sponsor, Athletic Director, campus principal, and the DPA will know the policy violation(s).
- c. All test results shall be destroyed when the ECP no longer has extra-curricular eligibility.

VI. SANCTIONS FOR POSITIVE TESTING

- a. All offenses are cumulative throughout the ECP's eligibility. (7th through 12th grade)
- b. The following disciplinary measures will be taken for any ECP testing positive to a drug test, and/or any ECP having written documentation reported by law enforcement officers as having been involved with drug activity (i.e.: selling, buying, use of or possession of drug paraphernalia or drugs eligible to be tested.)
- c. Any suspension shall take place in the immediate activity that the ECP is involved in. If the student is not actively involved in an extracurricular activity at that time, the suspension will start with the next event that the ECP is involved in.
- d. The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.

FIRST OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss ECP's sanctions.
2. Suspension from the ECA for 20% of all scheduled events with a minimum of 1 activity for those with 4 or fewer events in the season but does not include suspension from play-off practice game, scrimmages, practices, or program participation.
3. Documented completion of a minimum of 5 hours of drug education/counseling delivered by a Licensed Professional Counselor (hereinafter referred to as LPC), or other acceptable professional at the discretion of the DPA, at the ECP's and/or parent/guardian's expense. A list of LPC's will be provided by the DPA.
4. ECP will be tested each of the next 4 testing sessions. This will carry over into the next school year.

SECOND OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. Suspension from the ECA for 50% of scheduled events with a minimum of one activity for those ECA's with 2 events or less and until he/she has a negative drug test with the MFISD vendor.
3. Documented completion of a minimum of 10 hours of drug education counseling from a LPC, or other acceptable professional at the discretion of the DPA, at ECP's or parent/guardian's expense. A list of LPC's will be provided by the DPA.
4. ECP will be tested each of the next 6 testing sessions. This will carry over into the next school year.

THIRD OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. A high school ECP shall be suspended from ECA's for 1 calendar year, including class, practices, rehearsals, and contests.
3. A 7th or 8th grade ECP shall be suspended from ECA's for 1 calendar year including class, practices, rehearsals, and contests.
4. ECP may be reinstated to an ECA after 1 calendar year at the completion of a minimum of 15 documented hours of drug counseling and a negative drug test.
5. Parent/guardian is responsible for all counseling.
6. An ECP's suspension from ECA's under the third offense shall begin the day the Drug Program Administrator confirms the third test as positive.

FOURTH OFFENSE

Sanctions:

1. Notification of parent/guardian to discuss the ECP's sanctions.
2. A fourth positive test shall result in removal of the ECP, whether in high school or middle school, from participation in ECA's for the remainder of his or her middle school and high school eligibility.

A PARENT OR GUARDIAN, AT HIS OR HER OWN EXPENSE, MAY REQUEST ANOTHER TEST OF THE SAME SAMPLE BY ANOTHER CERTIFIED LABORATORY.

THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT WILL NOT BE RESPONSIBLE FOR ANY COST INCURRED BY THE PARENT/GUARDIAN OR ECP FOR DRUG EDUCATION, COUNSELING, OR RESIDENTIAL TREATMENT.

VII. DEFINITION OF TERMS

The following definition is for the purpose of the drug-testing program in this policy.

1. The term "extracurricular activities" (ECA) means any membership or participation in any of the clubs, organizations or activities on the attached list.
2. Extra-Curricular Participant (ECP): ANY participating student in grades 7 through 12.
3. ECA: Extra-Curricular Activities in grades 7 through 12.
4. DPA: Drug Program Administrator
5. GC/MS: A Gas Chromatography/Mass Spectroscopy; a scientific process to identify specific chemical compounds. A molecular fingerprint is obtained that identifies a chemical compound with 100 percent accuracy.
6. LPC: Licensed Professional Counselor

LIST OF ACTIVITIES

Middle School

Band
 Cheerleaders
 Competition Choir
 Creative Problem Solving
 Junior FFA
 Theater Arts

Middle School Athletic Department

Student Council
 UIL Theater
 UIL Academics
 Junior NHS

High School

Band
 Baseball
 Boys Basketball
 Boys Cross Country
Boys Golf
 Boys Soccer
 Boys Tennis
 Boys Track
 Chess Club
 Cheerleaders
Child Guidance
 Competition Choir
 FBLA
 FFA
 FCCLA
 Fishing Club
 Football

Girls Basketball	Thespians
Girls Cross Country	UIL Academics
Girls Golf	UIL Journalism
Girls Soccer	UIL Theater
Girls Tennis	Volleyball
Girls Track	Yearbook
H.O.S.A.	4-H
Key Club	
Lovely Ladies	
NHS	
PALS	
Parking Permits/Parking on District Property	
Powerlifting	
Skills USA	
Softball	
Starlettes	
Student Council	

A copy of the Drug Testing Policy is available in Spanish upon request in the Central Office.

Una copia de la Política de la Prueba para las drogas esta disponible en español en las oficinas administrativas si se requiere.

<h2 style="margin: 0;">COMPLAINTS BY STUDENT/PARENTS</h2>

Usually student or parent complaints or concerns can be addressed simply by a phone call or conference with the coach/sponsor. For those complaints and concerns that cannot be handled so easily, the parent or student should first discuss the complaint or concern with the Athletic Director/UIL Director. If unresolved, parents or student athletes should follow the standard complaint policy established by the district.

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
PARENT AND STUDENT EXTRACURRICULAR HANDBOOK AND DRUG
POLICY
ACKNOWLEDGMENT FORM**

Please read, sign, date, and return this form. Students will not be allowed to participate in Extracurricular Activities until this form is completed, signed and returned.

We have received and read a copy of the MFISD's Extracurricular Handbook and Drug Testing Policy. We understand that this policy is part of the District's rules and that it applies to all high school and middle school students participating in Extracurricular Activities. We understand and consent to all the requirements of this code and understand the consequences that my child will face if he or she fails to adhere to these rules and agree to such terms.

Print Student's Name

Student Signature

Date

Grade

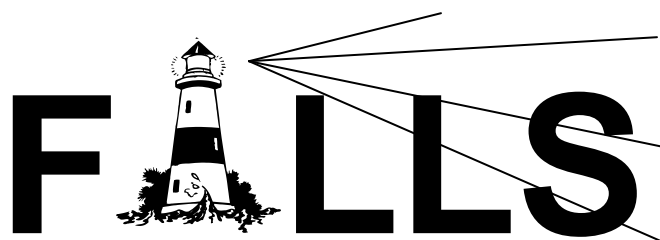
Parent Signature

Date

Please list all extracurricular activities in which your student is currently participating: _____

FALLS CAREER HIGH SCHOOL

STUDENT HANDBOOK 2015-2016



Career High School

“LIGHTING THE WAY FOR A SUCCESSFUL TOMORROW”

MFISD

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Marble Falls Independent School District

The Vision for Marble Falls ISD is to:

- Guarantee that every student will be fully prepared to take risks and accept the challenges needed to succeed at any rigorous academic, technological, social or vocational endeavor.
- Maximize academic achievement for each learner using traditional and nontraditional instruction and technology to complement and broaden the learning experience.
- Develop staff and student partnerships that create an academically challenging educational environment, which promotes self-governance, personal accountability, responsible lifelong learning and positive global citizenship.
- Assure that every student and staff member sees the community as a classroom and each classroom as a community, creating unique and innovative partnerships for student success.

Mission Statement:

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Falls Career High School Standards

Our goal is to provide a positive, supportive, learning environment with high expectations for our students. We will assist all students in becoming life-long learners and productive citizens.

We, the faculty and staff, assume all students have a strong desire to obtain an education. Students will demonstrate responsible behavior and a positive attitude towards FCHS. When students fulfill these expectations, neither the student nor staff members will have to be concerned with disciplinary measures. Thus, everyone can concentrate on academic achievement.

Marble Falls I.S.D. Board of Trustees

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Kevin, Naumann, Vice President
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Superintendent of Schools

Dr. Chris Allen

The Falls Career High School Staff

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Ms. Jeanette Tennison	Administrative Assistant
Ms. Chess Long	Student Services
Mr. Michael Saenz	English
Ms. Emily Patterson	Math
Mr. Johnnie Mitchell	Social Studies
Ms. Brenda Lusby	Non-Core Academics
Mr. Wayne Neely	Science
Mr. Dennis Rose	Science

GENERAL INFORMATION

ACADEMIC COUNSELING

Students are encouraged to work with student services and their mentor teachers concerning their educational, career, or vocational goals. Information is available on 2 & 4 year college programs, Technical Schools and Apprenticeship Programs.

ACADEMIC SCHOOL DAY

Falls Students should arrive by 8:00 a.m. for school breakfast. Students are required to collect laptops from their mentor teachers no later than 8:15 a.m. and should be in their classroom **working by 8:25**. Students arriving after at 8:26 or later are considered tardy. The school day runs until **3:00 p.m.***

One class period each week is devoted to career and/or personal development skill building. A second class period each week is devoted to a Mentor group/study hall time. Students will meet with mentor teachers who will individually monitor overall student progress.

Lunch is from 12:30 – 1:00 p.m.

* Students whose work hours conflict with afternoon classes, may petition for 12:30 early release from school contingent on academic and behavioral progress.

ATTENDANCE

Success at FCHS depends upon promptness and regular attendance

1. When a student must be absent from school, the student/parent/guardian/spouse should **call on the day of the absence at (830) 798-3621 before 9:00 am.**
2. In order to receive credit for coursework, absences cannot exceed 10% of the student's enrollment days Falls CHS has the discretion to withdraw students who are 18 years of age or older following their fifth absence in a single semester.
3. Students not making satisfactory academic progress or who have excessive absences will be put on a contract. Consequences for breach of contract may include but are not limited to: loss of privileges, loss of early release status, loss of course credit, or withdrawal from FCHS.

CELL PHONES

Falls' students are **not allowed to have cell phones turned on during the instructional day.** Any cell phones used during the instructional day **will be confiscated and parents/guardians will be notified.** Students will receive only one warning concerning any confiscated device (see prohibited items on p. 10). Following a 2nd unauthorized use and confiscation; **students will be required to turn their phones in to their mentor teacher.**

Students may, with staff permission, use the office phone during the instructional day. **Please do NOT CALL OR TEXT YOUR CHILD ON THEIR CELL PHONES during the school day. Instead, route all necessary communications through our office (830-798-3621).**

Students who are not on academic probation, (see "Student Status on p. 12), may use their cell phone during morning break and lunch, but **NEVER DURING CLASS!**

CLASSROOM SUPPLIES

Students will be asked to provide basic supplies including two spirals, two black/blue pens/ two pencils and two boxes of Kleenex.

CONCESSION MACHINES

Concession machines are usually available to students **before 8:25 a.m.**, during break from **10:00-10:15**, and after school. **(3:00 pm)** Please note that: 1 – **Concession Machines cannot be used during lunch**; and 2 - **Snacks & drinks are not allowed in the classrooms during class time**. Concession machines will be turned off if students fail to keep the school clean by disposing properly of their trash in the appropriate bins. Students are expected to bring correct change & should not rely on office or staff to provide change.

CONFERENCE/CURRICULUM DEVELOPMENT

All teachers by state law are provided a planning period. Teachers are available to meet with parents and students during their planning period. Please call the school to schedule a conference with any staff member.

COUNSELING

Individual and group counseling are available at Falls Career High School upon either student request or staff referral. All matters not involving potential serious harm to a student or other identifiable 3rd party will be considered confidential. If the need arises, a student may be referred to a community resource.

CREDIT BY EXAMINATION (WITH PRIOR INSTRUCTION)

With prior approval and consensus of a Falls' administrator and subject matter teacher, students may use credit by examination to demonstrate mastery in any academic course at the secondary level.

Students seeking to earn credit by exam must have had prior instruction in the subject or course as determined on the basis of a review of the student's educational records. Tests will be administrated at Falls Career High School.

DISCIPLINE

The goal at Falls Career High School is to provide a safe, positive and caring atmosphere with high expectations for all of our students. Students are expected to abide by the Marble Falls I.S.D. Student Code of Conduct as well as specific Falls Career High School Standards contained in this Student Handbook.

The Marble Falls I.S. D. Student Code of Conduct can be found under Parent/Student Information. FCHS students are subject to all state laws and local discipline regulations as adopted by the Board of Trustees.

DRESS CODE

We realize that a person is much more important than how they dress, but appearance will impact how both the individual and our school will be perceived in the community. Students are expected to take pride in their appearance and to *Dress for Success*. Good grooming, modesty, neatness and appropriate clothing help establish a learning atmosphere and demonstrate respect for self and others. Our school climate is affected by how students choose to present themselves. Therefore, our dress code guidelines include but are not limited to the following:

1. All students must wear Falls CHS T-shirts. Students will be given 2 shirts upon enrollment.
2. Additional Falls CHS T-shirts are available \$8 each.
3. Pants can be jeans or khaki but cannot sag and must stay at or above the hips.
4. Shorts may not be worn to school.
5. Extremes in hair coloring are prohibited.
6. Only one facial piercing will be permitted.
7. No leggings or sweat pants are allowed.

PLEASE NOTE: The principal or the principal's designee is the final authority on what will or will not qualify as acceptable appearance at FCHS.

EARLY RELEASE PETITIONS

Students whose work schedule conflicts with school hours may petition for early (12:30) release from school. A staff member will contact each student's work supervisor to confirm the necessity of a shortened school day. Due to the necessity of staff review & verification, **early release petitions must be filled out and turned in one week in advance**. Early Release Privileges will be revoked if students stop working for any reason or if they fall behind in their coursework.

FIRE DRILLS

Fire drills are conducted to train occupants to quickly leave the building in an orderly fashion in case of an emergency. We will conduct fire drills at Falls Career High School as required by law. When an alarm sounds, (one loud signal), students will leave everything in the room and exit in a quiet, orderly fashion. Students will exit from the building without delay as directed by the evacuation maps posted in each room. When the all-clear signal is given (another single loud signal), pupils should return to their classes in an orderly fashion.

FLEXIBLE SCHEDULING

The school principal schedules students into classes. Each student's schedule will vary depending upon his/her current student status, academic graduation plan and test results.

As a student completes a course, the teacher will document the completed course then assign the student a new course.

Students are required to attend each class for a minimum of forty-five minutes each day. Students will attend a school wide social skills &/or career prep assembly and a mentor group meeting weekly.

GRADING POLICY and SCHOLASTIC DISHONESTY

1. Students need to score 70% or more on each item listed on their course syllabus to earn class credit.
2. If a student fails a test, he must satisfactorily complete the required correctives before he retests.
3. Students must complete all assignments in the class syllabus.
4. Scholastic dishonesty is a violation of the student code of conduct and includes but is not limited to: 1. Cheating on an exam or quiz (either by providing answers to or taking answers from another student, unauthorized device or materials); 2. Plagiarism; or 3. Collusion. Plagiarism includes use of another author's words or arguments without attribution. Collusion is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement.

GRADUATION CEREMONIES

When students meet all requirements for graduation, they will receive an official diploma from Falls Career High School. Graduation ceremony for Falls Career High School will occur each year in May. Students are encouraged to invite their parents and/or guardians, spouses, friends, and other guests.

GRADUATION PLANS

Graduation requirements are based on the year a student enters 9th grade. Students are encouraged to pursue the at least one Endorsement under the Foundation Plan. A student may not graduate under the Foundation Plan without at least one Endorsement without a written parental agreement signed subsequent to the completion of their sophomore year.

Foreign Language course teachers are based on the MFHS campus and coursework is primarily computer &/or video based.

NETWORK AND INTERNET USE

Students at FCHS have the opportunity to access technology to further enhance their education. To access and retain this privilege, students must agree to be a responsible user of both the school network and the Internet. Each student must abide by the rules and Code of Ethics for network and Internet use as developed by the district technology department. Inappropriate use of the network or the Internet will result in a cancellation of network & internet use privileges as well as possible disciplinary action. **Authorized computer use for Falls Students is limited to OdysseyWare coursework or Teacher Authorized Research only.**

NON-DISCRIMINATION STATEMENT (Title IX, Section 3)

Falls Career High School and the Marble Falls Independent School District do not discriminate on the basis of race, color, national origin, gender, age, religion, handicapping condition or veteran status. Any complaint should be directed to Dr. Susan Maughan, Title IX Coordinator for the district at 830-693-4357.

NURSE SERVICES AND MEDICATION

The school nurse at Marble Falls Middle School will also serve Falls Career High School students when needed. The Marble Falls High School Nurse is responsible for updating medical records

Students who need to take prescription medicine during the school day must leave the medicine in the original prescription container with Ms. Tennison. She will be responsible for dispensing it to the student. **Students are strictly forbidden to possess any drug or medicine on campus.** A first aid kit is available in the office for minor emergencies.

Parents of a student with a communicable or contagious disease are asked to telephone the school principal so that other students who have been exposed to the disease may be alerted. Student with diseases listed in the District Health Guideline Book are not allowed to come to school while the disease is contagious.

PARENT NOTIFICATION PROCEDURES-Compliance with P.L. 107-110, Section 1111(h)(6)(A)

Parents have a right to know the professional qualifications of the classroom teacher who instructs their child and Federal law requires the school district to provide this information in a timely manner if requested. Specifically, parents have a right to request the following information regarding their child's teacher:

- State licensing criteria for the grade and subjects they teach
 - Emergency or provisional status because of special circumstances
 - College major, advanced degrees and field of discipline of the certification or degree
 - If paraprofessionals provide services to your child, and if so, their qualifications
- If you would like to receive any of this information, please contact the school principal.

PERCEPTION OF TOBACCO, DRUG OR ALCOHOL INVOLVEMENT

Falls students must pledge to remain tobacco (including electronic cigarettes), drug and alcohol free during their enrollment in Falls CHS. Furthermore, students agree to be **responsible and accountable for any perception they may create of involvement with tobacco, (including e-cigarettes), drugs or alcohol.**

A student creates the perception of drug or alcohol involvement when they exhibit any combination of behaviors including but not limited to: alcohol or marijuana odor; bloodshot eyes; excessive sleeping; repeated drug talk or mannerisms; severely disproportionate mood swings or fits of temper not otherwise explained by a documented mental or physical condition.

PEST CONTROL INFORMATION

The District periodically applies pesticides inside the building. Application is performed by a state licensed, certified applicator. Information on the times and applications are available on request from the principal or the M.F.I.S.D. Maintenance Director.

PROGRESS REPORTS

Student progress is monitored on a day-to-day basis. A progress report will be sent home each 9 weeks. If a student has poor attendance or is failing to meet achievement expectations, staff interventions will be documented and a performance contract will be negotiated. If the student continues to experience difficulty, a parent/teacher conference will be held and privileges will be restricted until the student's academic or behavioral

performance improves. Remember, Falls Career High School is a school of choice & a school of need, but NOT a school of convenience.

PROHIBITED ITEMS

Operating pagers, beepers, laser pointers or cell phones on campus during the instructional day is not permitted. These will be confiscated if operated during the instructional day. Parents/guardians will be notified of any confiscation due to inappropriate use of a telecommunication device. Students will receive only one warning concerning confiscated devices. Following a 2nd unauthorized use and confiscation; students will (may) be required to turn in their device each morning.

MARBLE FALLS HIGH SCHOOL CAMPUS RESTRICTION

Students attending Falls Career High School are not allowed on the high school campus during the school day without prior approval from the FCHS office. **FCHS High School students must abide by all MFHS dress code restrictions when present on MFHS campus for any approved purpose.**

SCHOOL CALENDAR 2015-2016

Date	Description
August 14-21	Teacher In-Service
August 24	First Day of School
September 1	Holiday – Labor Day
September 25	Early Release
October 16	Early Release
Nov. 23-24	Teacher In-Service/Comp Day/Student Holiday
Nov. 25-27	Thanksgiving Holiday
Dec. 7-10	STAAR EOC Testing Window
Dec. 18	Early Release/End of 1 st Semester
Dec. 21 -Jan. 2	Christmas Holidays
January 5	First Day of Spring Semester
February 12	Early Release
March 11	Early Release
March 14-18	Holiday – Spring Break
March 25	Teacher In-service/Student Holiday
March 29-31	STAAR EOC Testing for Eng. I & II
April 8	Teacher In-Service/Bad Weather Holiday
May 2-6	STAAR EOC Testing Window
May 26	Early Release/Last day of School
May 27	FALLS Graduation/ Bad Weather Holiday

STUDENT PARKING

Students who wish to park on campus must apply for a parking permit. Students applying for parking permits must show both their driver's license and proof of insurance and must agree to submit to random drug testing. Students must park only in designated Falls' parking spaces. When students arrive or depart from school they are not to loiter in either their vehicles or the parking lot. Reckless or careless driving will not be permitted.

Students are reminded that state law does not permit any **TOBACCO, ALCOHOL, DRUGS, and PARAPHERNALIA, (including e-cigarettes), OR WEAPONS** on or within 300 feet of any school property or parking lot. Vehicles parked on or within 300 feet of school property are under the jurisdiction of the school. The school reserves the right to search any such vehicle if reasonable cause exists. Students have full responsibility for the security of their vehicles. Students will be held responsible for any prohibited objects or substances found in their car. Vehicle searches may be conducted with or without the presence of the student any time reasonable cause exists.

STUDENT STATUS

Teacher Mentors will monitor class attendance and academic progress for each mentor student on a weekly basis. **Students who fail to earn a minimum of 4 credits each semester are subject to academic probation &/or administrative withdrawal for lack of academic progress.**

All Students are entitled to enjoy the privileges of satisfactory academic and behavioral progress. Their school day is from 8:00 a.m. until 3:00 p.m.

Working Students who are scheduled to work in the early afternoon and are making satisfactory academic & behavioral progress, may petition for early release at 12:30pm.

Academic Probation Students who have been identified as not making satisfactory academic or behavioral progress will lose privileges including but not limited to: personal music during self-study time, service learning opportunities during the school day, and/or early release. The school day for students on Academic Probation is from 8:00 a.m. until 3:00 p.m.

TARDIES

Enrollment in Falls Career High School is a privilege. Students are expected to attend school every day and be punctual. A student should call the school if he/she will be more than 30 minutes late. All students arriving after 8:25 a.m. must come to the office before reporting to class.

Upon the 3rd tardy a student will be required to stay after school for up to 45 minutes and may be required to turn in their phones for the day. Contracted consequences for continued tardies on an individual basis may include but are not limited to: Assigned essay(s), parent meetings, loss of early release for work, assigned afterschool work hours, re-start of coursework and ultimately un-enrollment from Falls.

TELEPHONE

Students may ask to use the office telephone during break time. Students should make all transportation and other personal arrangements prior to coming to school. Students should show respect and appropriate behavior while in the office area. Students must have permission to use any phone in the building. Students are asked to limit the number of calls or messages received from parents, guardians or spouses.

TUTORIALS

Tutorial times are built into the school day and students are encouraged to take advantage of this service. Students whose assessments reveal deficits in reading &/or math will be scheduled into GAP classes designed to teach missing fundamental concepts. Students taking state mandated TAKS or STAAR testing may receive tutoring &/or will be scheduled into a review class as needed.

VISITORS

Parents and other visitors are welcome to visit district schools. All visitors must first secure a visitors pass by coming to the office and presenting their driver's license or photo ID to the school secretary. Visits to individual classrooms during instructional time are permitted only with office and teacher approval. Visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Marble Falls Middle School 2015-2016 STUDENT HANDBOOK



Learners Today...
Leaders Tomorrow...
*Mustangs
Forever!*

1511 PONY CIRCLE, MARBLE FALLS, TX 78654 PHONE: 830-693-4439 FAX: 830-798-3632 WWW.MFISD.TXED.NET

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Marble Falls Middle School Song

**M.M.S. forever
Firm together stand
Come so true and faithful
Stand at league, we'll face
the world so fearlessly.**

**And through the days to follow,
We'll pledge our loyalty,
For it's M.M.S. with all our might.
We'll fight for victory.**

**School Colors:
Purple, Gold and White**

**School Mascot:
Mustangs**



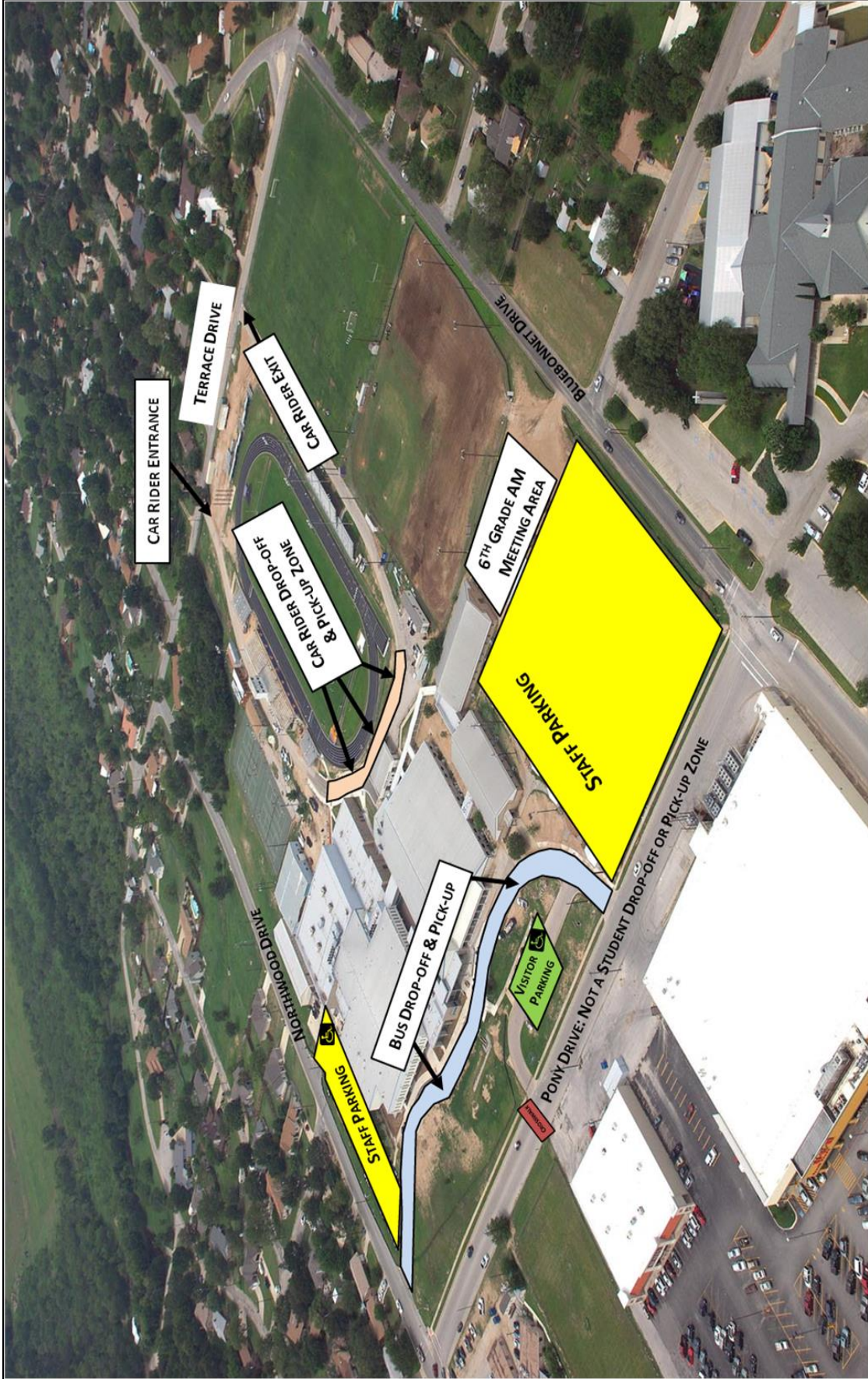
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Marble Falls Board of Trustees**

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MARBLE FALLS INDEPENDENT SCHOOL DISTRICT ADMINISTRATION

Central Office

Dr. Chris Allen, Superintendent
TBD, Assistant Superintendent of Curriculum and Instruction
Wade Stanford, Assistant Superintendent of Administrative Operations
Michael Pittard, Executive Director of Support Services
Dr. Susan Maughan, Executive Director for Special Services
Robert Keith, Executive Director of Technology
Lisa LeMon, Director of Business Operations
Mary Davidson, Director of Food Services
Cord Woerner, Director of Special Programs
George Hamilton, Director of Transportation
Michael Phillips, Director of Maintenance
Leslie Baty, Director of Elementary Education
Vicki Crouse, Director of Human Resources
Bruce Peckover, Director of CTE and Communication
David Hemond, Accounting Supervisor
Melissa Fields, Coordinator of Testing and Accountability
Deborah Canup, Coordinator of Bilingual/ESL



Marble Falls Middle School

727.520.8181
www.aerophoto.com



REGULAR SCHEDULE	FIRST BELL 8:05
-------------------------	------------------------

<u>6TH GRADE</u>	<u>7TH GRADE</u>	<u>8TH GRADE</u>
1: 8:10 – 9:03	1: 8:10 – 9:03	1: 8:10 – 9:03
2: 9:07 – 10:00	2: 9:07 :10:00	2: 9:07 -10:00
3: 10:04 – 10:57	3: 10:04 – 10:57	3: 10:04 – 10:57
4: 11:01 – 11:54	Lunch: 10:57 – 11:27	4: 11:01 – 11:54
5: 11:58 – 12:51	4: 11:31 – 12:24	Lunch: 11:54 – 12:24
Lunch: 12:51 – 1:21	5: 12:28 – 1:21	5: 12:28 – 1:21
6: 1:25 – 1:51	6: 1:25 – 1:51	6: 1:25 – 1:51
7: 1:55 – 2:48	7: 1:55 – 2:48	7: 1:55 – 2:48
8: 2:52 – 3:45	8: 2:52 – 3:45	8: 2:52 – 3:45

LATE START (FRIDAYS)	PLC 7:40-8:45/FIRST BELL 8:35
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<u>6TH GRADE</u>	<u>7TH GRADE</u>	<u>8TH GRADE</u>
1: 8:40 – 9:33	1: 8:40 – 9:33	1: 8:40 – 9:33
2: 9:37 – 10:30	2: 9:37 – 10:30	2: 9:37 – 10:30
3: 10:34 – 11:27	3: 10:34 – 11:27	3: 10:34 – 11:27
4: 11:31 – 12:24	Lunch: 11:27 – 11:57	4: 11:31 – 12:24
5: 12:28 – 1:21	4: 12:01 – 12:54	Lunch: 12:24 – 12:54
Lunch: 1:21 – 1:51	5: 12:58 – 1:51	5: 12:58 – 1:51
7: 1:55 – 2:48	7: 1:55 – 2:48	7: 1:55 – 2:48
8: 2:52 – 3:45	8: 2:52 – 3:45	8: 2:52 – 3:45

PEP RALLY SCHEDULE	FIRST BELL 8:05
---------------------------	------------------------

<u>6TH GRADE</u>	<u>7TH GRADE</u>	<u>8TH GRADE</u>
1: 8:10 – 9:03	1: 8:10 – 9:03	1: 8:10 – 9:03
2: 9:07 – 10:00	2: 9:07 – 10:00	2: 9:07 – 10:00
3: 10:04 – 10:57	3: 10:04 – 10:57	3: 10:04 – 10:57
4: 11:01 – 11:54	Lunch: 10:57 – 11:27	4: 11:01 – 11:54
5: 11:58 – 12:51	4: 11:31 – 12:24	Lunch: 11:54 – 12:24
Lunch: 12:51 – 1:21	5: 12:28 – 1:21	5: 12:28 – 1:21
7: 1:25 – 2:18	7: 1:25 – 2:18	7: 1:25 – 2:18
8: 2:22 – 3:15	8: 2:22 – 3:15	8: 2:22 – 3:15
PEP RALLY 3:15 – 3:45	PEP RALLY 3:15 – 3:45	PEP RALLY 3:15 – 3:45

DELAYED START SCHEDULE	FIRST BELL 10:00
-------------------------------	-------------------------

<u>6TH GRADE</u>	<u>7TH GRADE</u>	<u>8TH GRADE</u>
3: 10:05 – 10:57	3: 10:05 – 10:57	3: 10:05 – 10:57
4: 11:01 – 11:54	Lunch: 10:57 – 11:27	4: 11:01 – 11:54
5: 11:58 – 12:51	4: 11:31 – 12:24	Lunch: 11:54 – 12:24
Lunch: 12:51 – 1:21	5: 12:28 – 1:21	5: 12:28 – 1:21
6: - 1:25 – 1:51	6: 1:25 – 1:51	6: 1:25 – 1:51
7: 1:55 – 2:48	7: 1:55 – 2:48	7: 1:55 – 2:48
8: 2:52 – 3:45	8: 2:52 – 3:45	8: 2:52 – 3:45

EARLY RELEASE SCHEDULE	FIRST BELL 8:05
-------------------------------	------------------------

<u>6TH GRADE</u>	<u>7TH GRADE</u>	<u>8TH GRADE</u>
1: 8:10 – 8:38	1: 8:10 – 8:38	1: 8:10 – 8:38
2: 8:42 – 9:10	2: 8:42 – 9:10	2: 8:42 – 9:10
3: 9:14 – 9:42	3: 9:14 – 9:42	3: 9:14 – 9:42
4: 9:46 – 10:14	4: 9:46 – 10:14	4: 9:46 – 10:14
5: 10:18 – 10:46	5: 10:18 – 10:46	5: 10:18 – 10:46
7: 10:50 – 11:18	Lunch: 10:46 – 11:18	7: 10:50 – 11:18
8: 11:22 – 11:50	7: 11:22 – 11:50	Lunch: 11:18 – 11:50
LUNCH: 11:50 – 12:20	8: 11:54 – 12:20	8: 11:54 – 12:20

Marble Falls Middle School
1511 Pony Circle Drive
Marble Falls, TX 78654
Phone (830) 693-4439
Fax (830) 693-7788
Office hours: Monday – Friday
7:30 a.m. – 4:00 p.m.

OFFICE PERSONNEL

Principal – Roger Barr
Administrative Assistant to Principal – Susan Beck
Assistant Principal – Mickey Hughes
Assistant Principal – Brenda Moore
Administrative Assistant to the Assistant Principals – Virginia Guerrero
Counselor - Patty McAlpin
Counselor - Jennifer Andress
Registrar – Kris Neill
Attendance Clerk – Marla Stanford
Receptionist – Sherry Cossey
Nurse - Emily Kelley
Librarian – Brenda Belk
Testing/Data Assistant – Debra Fuller

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PREFACE

To Students and Parents:

Welcome to school year 2015–16! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Marble Falls Middle School (MFMS) Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the MFMS Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at <http://marblefallsisd.org> and is available in hard copy upon request.

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

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

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

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

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

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

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook form;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 18 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 19 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the superintendent's office, and an unofficial electronic copy is available at www.marblefallsisd.org.

SECTION I: PARENTAL RIGHTS

This section of the MFMS Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

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

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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 child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows procedures for requesting it.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and

announcements, the district has designated 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; and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, address, and telephone listing. Also review the information at **Authorized Inspection and Use of Student Records** on page 23.

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

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

Participation in Third-Party Surveys

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

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

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

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

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

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

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

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) is involved with the selection of course materials for such instruction.

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Scott & White’s Worth the Wait curricula are one of the most up-to-date, teacher, parent and student friendly sex education curricula available today. Designed and written by a team of certified teachers, healthcare professional, and attorneys, a variety of topics are covered to help student realize the social, psychological, and physical health gains they will achieve by abstaining from sexual activity. It also provides students with the skills that will lead them to self-sufficiency and a strong resolve to remain abstinent.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 66 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly

scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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 policy FO(LEGAL) and the Student Code of Conduct.]

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 18 are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a

particular 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 parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 18 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

records requested or make other arrangements for the parent or student to review these records. The address of the **superintendent's office is: 1800 Colt Circle, Marble Falls, Texas, 78654.**

The address of the **principals' office is: 1511 Pony Drive Circle, Marble Falls, Texas, 78654.**

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 69, and **Complaints and Concerns** on page 37 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.marblefallisd.org.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.

- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. 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 <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 34, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. [See also Students in Foster Care on page 75 for more information.]

Students Who Are Homeless

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

Federal law also allows a homeless student to remain enrolled in what is called the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing. [See also Homeless Students on page 58 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

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 the 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 the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to*

the Admission, Review, and Dismissal Process. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the Executive Director of Special Services, Dr. Susan Maughan at (830) 798-3516.

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is the Executive Director of Special Services, Dr. Susan Maughan at (830) 798-3516.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Mr. Roger Barr at (830) 693-4439.

ABSENCES/ATTENDANCE

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

On the day of a student's absence, parents or guardians are required to call the school attendance office at 830-693-4439 ext. 6101 to report the absence.

Compulsory Attendance

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 a student 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 25 for that section.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Cord Woerner, Director of Special Programs. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through age 18 violates the compulsory attendance law incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the

instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made 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 absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (Secondary)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second instructional hour.

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

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be 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.

Doctor’s Note after an Absence for Illness (All Grade Levels)

Upon return 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 student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be 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 student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Marble Falls ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, 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 will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district’s website at <http://marblefallsisd.org/home> . Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

BULLYING (All Grade Levels)

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

- Results in harm to the student or the student’s property,
- Places a student in reasonable fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 26.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[Also see **Safety Transfers/Assignments** on page 26, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41, **Hazing** on page 53, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs. MFISD encourages students to take and be a part of our CTE program. See your counselor for admission to these programs and the opportunities that will benefit you as a student's choosing a career pathway.

These programs will be offered without regard to race, color, national origin, sex, or disability. MFISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 64 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies** on page 55.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following websites might help you become more aware of child abuse and neglect:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

CLASS SCHEDULES (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 70 for information related to student requests to revise their course schedule.]

COMPLAINTS AND CONCERNS (All Grade Levels)

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

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

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, 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 campus behavior coordinator at each district campus is listed below:

Marble Falls High School - Manny Lunoff, principal or administrator designee

Falls Career High School – Peggy Little, principal

Marble Falls Middle School – Roger Barr, principal or administrator designee

Colt Elementary School – Keith Powell, principal or administrator designee

Highland Lakes Elementary School – Bethany Birdwell, principal or administrator designee

Marble Falls Elementary School – Michael Haley, principal or administrator designee

Spicewood Elementary School – Susan Cox, principal

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should come by the counseling office and fill out a “Request to see the counselor” form and the student will be called down to visit with a counselor. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** on page 76 and **Suicide Awareness** on page 76.]

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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 by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

Dates Scheduled for 2015-2016 Credit by Exam (CBE) Calendar

Fall	<u>Registration Date</u>	<u>Test Date</u>
	August 25, 2015	October 6, 2015
	September 23, 2015	November 3, 2015
	October 27, 2015	December 8, 2015
Spring	<u>Registration Date</u>	<u>Test Date</u>
	December 15, 2015	February 2, 2016
	January 26, 2016	March 15, 2016
	February 16, 2016	April 5, 2016

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2015–16 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

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

Dating Violence

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

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

Discrimination

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

Harassment

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

Examples of 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.

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by

that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

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

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

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

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

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

DETENTIONS

Detentions may be assigned for non-compliance of campus policies and tardies. **Detentions will be held Monday through Thursday from 3:45 PM to 5:45 PM.** Detentions **MUST** be served within two (2) days of assignment. Detentions not served may result in ISS placement or further disciplinary consequences.

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

DISTANCE LEARNING

All Grade Levels

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

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

Texas Virtual School Network (TxVSN) (Secondary Grade Levels)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 49.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the 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 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 school counselor.

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, brochures, flyers, etc.

The school yearbook is available to students.

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 10 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. The decision regarding approval will be made within two school days.

The principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 at DGBA or GF.]

The principal will designate a 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 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 (Secondary)

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

Students will be expected to be in compliance with the dress code while standing or sitting.

- Skeleton, skulls or skull and crossbones are prohibited in any form.

- Shirts must be size appropriate with the midriff fully covered at all times (even when arms raised). Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; Slogans, and graphics on clothing must be appropriate for school (ex. No profanity, alcohol, drug, tobacco, sex, inappropriate language, inappropriate pictures, gestures, depictions of violent images, or musical groups and/or performers). Sleeveless shirts are permissible for females – with at least a 3-inch width across the shoulders; tank tops, spaghetti straps or backless tops are not allowed. Shirts may not be revealing, low-cut, see-thru (lace inserts) or excessively tight. Shirts must lie flat with no exposed cleavage and must be worn no more than 3 inches below the collar bone.
- Shorts may be worn if the length is to **the fingertips of the middle fingers with the arms extended down to the sides**, they are hemmed, and are not “form fitting”. (i.e., spandex and biker shorts are some but not all of the form fitting style shorts) **“Wind” shorts will not be allowed.**
- **Skirts/Dresses may be worn if the length is to the fingertips of the middle fingers with the arms extended down to the sides, (including slits).** Dresses may be sleeveless (see shirt guidelines). (Female only).
- Appropriate sized clothing should be worn at all times (no oversized pants, sagging, rips or holes) skin and/or undergarments must not be exposed. Shoes should be visible (bell bottoms may not cover the shoes). Appropriateness/Inappropriateness of torn clothing (frays) will be determined by the school administration.
- Sweatshirts/Sweaters/Hoodies are appropriate (see shirt guidelines) and hood must be removed in the building; Cardigan (open) sweater/vests may be worn over the approved dress clothing.
- Coats should be worn as is seasonally appropriate.
- Undergarments must be worn but not visible.
- Shoes or sandals must be worn and should reflect typical work attire. (i.e. sole, beach/water shoes, house/bedroom slippers, cleats, rollers, metal taps or steel toes are not typical work attire shoes).
- Caps/hats must be **out of sight** during the instructional day and/or while in the building. Students are not permitted to possess hats at school unless prior permission has been obtained from the principal.
- All clothing should be neat and clean.
- Jewelry is appropriate, if discreet and non-distracting. Any type that may be deemed as a hazard for the wearer or others would not be appropriate for school (this includes but is not limited to the following: wallet chain, heavy chains or necklaces, rings with jagged or sharp ornamentation, anything with spikes, etc.)
- Piercings are acceptable in ears only with a maximum of 2 per ear. Males with ear piercings will remove these for the duration of the day (none to be worn on campus).

Body piercings (ex. Nose, lip, belly button, tongue) must be removed on campus. Band-Aids, spacers and/or any other coverings may not be used to fill in or cover the piercings.

- Tattoos must be covered at all times.
- Hair shall be clean, well groomed and shall not cover the eyes. Distracting haircuts (i.e., Mohawks, etc.) or hair colors will not be allowed. Hair must be of natural color (i.e., green, blue pink, etc. are not acceptable) which also includes feathers, braids and (extensions) inserts.
- Contacts must be of natural eye color.
- Make-up, finger nail polish, and other cosmetics are limited to females and must be applied appropriately. (Masks, excessive marking on face or face paints are not allowed).
- Mustaches are acceptable, if neatly trimmed. Side burns should be kept trimmed and should not extend below the earlobe. Goatees and beards are not acceptable. Students are expected to be clean shaven upon arrival on campus. Eyebrow markings are not allowed.
- Sunglasses and/or colored glasses must be **out of sight** during the instructional day (8:05 – 3:45 p.m.) and may only be in a student’s possession and worn if prescribed by a physician.

Students violating the dress code may be required to wear Campus Alternative Clothing. Campus Alternative Clothing will consist of a T-shirt and/or sweat pants. Students choosing not to wear Campus Alternative Clothing shall be placed in ISS for the day.

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 (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 73 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 73 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

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 52 and **Standardized Testing** on page 74]

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [Also see **Transportation** on page 77.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing 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 involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you 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.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 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.
- An absence for participation in an activity that has not been approved will receive 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 will abide by and follow the rules of their particular constitution. Please make sure you read and are aware of the rules that govern the activity your student is involved in.

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 77.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the principal at least 14 days before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

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

GRADING GUIDELINES (All Grade Levels)

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

[Also see **Report Cards/Progress Reports and Conferences** on page 69 for additional information on grading guidelines.]

GRADUATION (see high school handbook)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, 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.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP 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. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

HAZING (All Grade Levels)

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

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

[Also see **Bullying** on page 34 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis (All Grade Levels)

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, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

[Also refer to **Immunizations** on page 58 for more information.]

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school

environment. The district's food allergy management plan can be accessed at <http://www.marblefallsisd.org> .

[Also see policy FFAF and **Celebrations** on page 35.]

Head Lice (All Grade Levels)

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

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity Requirements

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, 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 .

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

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

Information regarding the district's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in district facilities and student access to the machines is available from the principal.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 20 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Marble Falls ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Executive Director of Support Services with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

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.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food Services. [See policies at CO and FFA.]

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact the Michael Phillips, the district’s designated asbestos coordinator, at (830) 693-2046.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Michael Phillips, the district’s IPM coordinator , at (830) 693-2046.

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison Michael Pittard, Executive Director of Support Services at (830) 693-4357.

HOMEWORK (All Grade Levels)

- The purpose of homework assignments shall be clearly stated to the student as preparation, practice and/or extension.
- Homework will also include assignments meant to meet the needs of individual students or groups of students.
- Not all homework assignments will be formally evaluated and given a grade. Students should receive some feedback on all homework assignments.
- All homework will be utilized to support the instructional program. Assignments will be used to locate problems in student progress and to individualize instruction when appropriate.

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 53.]

IMMUNIZATION (All Grade Levels)

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 life-long condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior

to 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.

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS (All Grade Levels)

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Marble Falls Middle School is a closed campus and students are not allowed to leave during lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, 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. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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** on page 74, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may 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 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 instructional and assessment decisions in conjunction with the LPAC.

LOST AND FOUND (All Grade Levels)

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. **The campus will dispose of lost and found items at the end of each semester.**

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade." [See also **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 to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

Middle/Junior High School Grade Levels

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) Makeup Work (All Grade Levels)

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

MEDICINE AT SCHOOL (All Grade Levels)

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

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

Only authorized employees, in accordance with 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.
- 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.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Marble Falls ISD 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 CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle
Marble Falls, Texas 78654
(830) 693-4357

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle
Marble Falls, Texas 78654
(830) 693-4357

All other concerns regarding discrimination: See the superintendent, (830) 693-4357.

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

PARENTAL INVOLVEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements 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 38.]
- 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) 693-4357 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 69.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 80.]
- 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, and contact the principal.]
- 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** on page 56.]

- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- 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.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Wade Stanford and may be contacted at (830) 693-4357.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Other Exams and Screenings (All Grade Levels)

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

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 21.]

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

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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 grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 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 74.]

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

to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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

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

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 52 and **Standardized Testing** on page 74 for more information about EOC assessments.]

PUBLIC DISPLAYS OF AFFECTION (PDA)

- Students caught kissing on campus – anywhere on campus, including parking lots and athletic fields and facilities – will sent immediately to ISS.
- A quick catch-and-release greeting hug is permitted, but excessive hugging is not allowed.
- Holding hands is not allowed.
- Any physical contact beyond a greeting hug is not allowed.

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 60.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the 3rd and 6th week of a grading period of a nine-week grading period, parents will be given a written 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 65 for how to schedule a conference.]

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

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

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

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

RETALIATION

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

SAFETY (All Grade Levels)

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

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

- News media by 6:00 a.m. in the morning of the cancellation/delay.
- Local radio stations include KHLB (106.9) and KBAY (92.5).
- Skylert call system.
- Information posted on the school district's website.

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 74.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

See the School Counselor for information.

SCHOOL FACILITIES

Use by Students Before and After School (Middle 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. Parents who drop off/pick up students must do so in the back of the school ONLY! Please do not pick up students at HEB or McDonald's as this creates safety and community concerns.

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

- 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.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (Middle School)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. . Contact the Child Nutrition office at (830) 693-5423 to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be

allowed to continue purchasing meals for up to \$15.00 secondary, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. Alternate meals are offered for both breakfast & Lunch when the child reaches their charge limit.

Students may buy their lunches or bring them from home. Lunches may be paid for in the cafeteria in the mornings. Meals may be purchased daily, weekly or monthly in the cafeteria or on-line from the Marble Falls website (click on MySchoolBucks.com). Sending cash with your child is not advised. Records are kept electronically. Prices will be as follows:

Breakfast prices:

Students	\$1.10 (regular)
Students	\$0.30 (reduced)
Adults	\$1.85

Lunch Prices:

Students	\$2.10 (regular)
Students	\$0.40 (reduced)
Adults	\$3.10

Online Meal Accounts

Pre-payments can be made in the cafeteria with cash, check, or you may go online to www.myschoolbucks.com. MySchoolBucks.com is a family friendly system for online pre-payment and nutrition education. You can view student balances, set up low balance notifications and view account transaction history. For more information please contact MFISD Child Nutrition to help you with any set up questions at 830-693-5423.

NOTE:

1. A convenience fee of \$1.95 will be added to the bill for each transaction.
2. Credit cards are next day and check cards, e-cards and Pay-pal could take up to 10 days.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- Monday thru Friday, 7:00 a.m. until 4:00 p.m.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 47 for more information.]

Trained Dogs (All Grade Levels)

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

Drug-Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 75.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Leslie Baty in the Academic Program Office at (830) 693-4357.

STANDARDIZED TESTING

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

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

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels 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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 67 for additional information.]

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student’s Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

STEROIDS (Secondary Grade Levels Only)

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

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

STUDENTS IDENTIFICATION

Students are expected to carry their school-issued ID at all times. A replacement ID can be obtained from the library for \$3. A student ID is required to check out library books, textbooks, account verification in the lunch line, and at school dances.

STUDENTS IN FOSTER CARE (All Grade Levels)

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

Please contact Michael Pittard, who has been designated as the district’s foster care liaison, at (830) 693-4357 with any questions.

[See also Students in the Conservatorship of the State on page 27 for more information.]

STUDENT SPEAKERS (All Grade Levels)

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

[See policy FNA(LOCAL) regarding other speaking opportunities.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

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

TARDIES (Middle School)

A student who is tardy to class will be subject to a disciplinary action. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Reporting late to class is considered an interruption of instructional time and should be avoided at all times. A tardy occurs when a student has not crossed the doorway threshold upon completion of the tardy bell ringing. One foot and leg in the hallway and one foot and leg in the classroom is considered tardy. Be on time.

Tardy students shall be sent to the Assistant Principals' office and have a detention assigned. Once assigned, a student has two (2) days to serve the assigned detention.

Important Note: Students who fail to serve detention will then be assigned a Saturday School. Students who fail to serve Saturday School will then be assigned a day of ISS.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

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

TRANSFERS (All Grade Levels)

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

[See **Safety Transfers/Assignments**, on page 26, **Bullying**, on page 34, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 27, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may the Transportation Director at (830) 693-2300.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.

- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

HIGH SCHOOL AND MIDDLE SCHOOL - Parents and Students

We would like to take this opportunity to welcome your students aboard the Marble Falls I.S.D. school bus. We transport approximately 2000 students each day with 43 bus routes, and cover approximately 3,000 miles each day. We mention this only to impress upon you the importance of maintaining order, and having your cooperation in following the rules as listed below. Compliance with these rules and others that are in the Marble Falls I.S.D Code of Conduct is a “**must**” in order to **safely** transport your child.

The school bus is an extension of the classroom and the same conduct is expected.

When you, the parent, turn your child over to us, we want you to know that he or she is transported in a well-disciplined safe environment. The bus ride to and from school is a service. Violation of the following rules will result in disciplinary action up to and including a written referral to the campus principal. Anyone violating the bus rules, thereby endangering the safety of others may lose their bus riding privilege.

1. Students are required to be at their assigned bus stop five minutes prior to the scheduled arrival of the school bus. Parents are responsible for their children's action while waiting for the school bus.
2. Students are required to stand back 10 feet from where the bus stops and wait for the bus to come to a complete stop. Children crossing the highway are required to wait for the bus and all traffic to come to a stop and the driver to motion that it is safe to cross the roadway. Student should cross fifteen (15) feet in front of the bus so the driver can see the student at all times.
3. The bus driver has the right to and is required by MFISD to assign seats. Students will remain in their assigned seat until the bus arrives at their campus or home and comes to a complete stop.
4. Except for a plastic bottle of water, eating, drinking and chewing gum will not be allowed while on a regular bus route.
5. Animals, including school projects will not be allowed on the school bus at any time. Only band instruments that can be held in the lap or between the student's legs will be allowed on the bus.
6. All personal items (makeup, cologne, perfume, hair spray) will remain in back packs. Cell phones and other electronics will be confiscated by the driver if they are causing a disturbance on the bus.
7. The use of tobacco, drugs, weapons and alcohol are prohibited on the school bus by state law and school board policy. Violation of any of these laws will result in immediate bus suspension.

8. Always keep head, hands and feet to your self and inside the school bus at all times.
9. Profane language will not be allowed while riding the school bus.
10. Vandalism to any part of the school bus will result in immediate suspension of bus privileges and will require restitution before the student will be allowed back on the school bus.
11. Throwing, pitching or shooting articles on the bus or out the windows is prohibited.
12. Acts of affection such a hugging and kissing will not be allowed on the school bus.
13. Students are required to ride in their assigned seat at all times. Boys and Girls will be separated when seat assignments are determined by the Driver.
14. Tampering with any emergency device on the bus will not be tolerated.
15. Students denied bus riding privileges are not allowed on any District bus during the suspension period.
16. Parents/Legal Guardian/other adults are not permitted to board the school bus and discuss problems with students and /or bus drivers. Please call the Transportation Department at (830)798-2300 to set up an appointment to speak to the bus driver and his/her supervisor. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. The only exception to board the bus is Emergency Personnel if the need arises!
17. Marble Falls I.S.D. Transportation Department will not allow students to be picked up or dropped off at any location other that their Campus or residence unless approved by the Transportation Department in advance.
18. The driver and monitor are the authority figures on the bus. Lack of cooperation and/or disrespect will result in disciplinary action.
19. **These rules and others that are in the Marble Falls I.S.D. Code of Conduct must be followed while riding the bus.**

BUS DISCIPLINE CONSEQUENCES

STEPS:

- Initial problem will result in the driver contacting parent for assistance and possibly making a seating change.
- Continued violation will result in a referral being sent to the Campus Principal.
- **(Parent/Guardian will be contacted and made aware that this action is being taken)**
- Referrals will lead to a bus suspension.
- Fighting, profanity, drug, alcohol, weapons, obscene gestures, disrespect toward the driver, insubordination will result in an automatic suspension.

NO STUDENT WILL BE ALLOWED BACK ON ANY BUS UNTIL HE/SHE COMPLETES THE SUSPENSION.

Thank you and your students for your cooperation and assistance in making this a successful and safe school year. George Hamilton-Director of Transportation

Bicycles, Skateboards, Heelies, Scooters, and Rollerblades

Bicycles, Skateboards, Scooters, and Rollerblades may be ridden to the edge of campus and then walked up to the building. Bicycles and Scooters are to be secured in racks with appropriate locking devices provided by the rider. Skateboards and rollerblades are to be secured by the student in a locker. If the skateboard does not fit in a locker, do not bring it to school. Heelies are not permitted on campus as they mark and damage the hallway floor. Wearing Heelies at school will be treated as a Dress Code violation. The school and district is not responsible for damage or theft of these or similar items.

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the Middle School Counselor's Office at (830) 693-4357 for more information and to complete an application.

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness 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, effective beginning with certain students for the 2011–2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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

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

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

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.marblefallsisd.org. Below is the text of Marble Falls ISD policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Note: This policy addresses bullying of students. Before proceeding under this policy, review FFH to first determine whether that policy applies. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and
2. Such conduct:
 - a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or
 - b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

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 otherwise participates in an investigation under this policy.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

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 promptly report may impair the District's ability to investigate.

REPORTING PROCEDURES STUDENT REPORT To obtain intervention and assistance, 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, counselor, principal, or other District professional employee.

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

REPORT FORMAT A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dismiss the complaint.

CONCLUDING THE INVESTIGATION Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.

DISTRICT ACTION BULLYING In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.

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

STUDENTS WITH DISABILITIES	Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.
COUNSELING	If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.
TRANSFERS	If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.
IMPROPER CONDUCT	If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.
CONFIDENTIALITY	To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, 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	The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and the District’s administrative offices.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTICE OF PARENT AND STUDENT RIGHTS:
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

The Marble Falls Independent School District (MFISD) is committed to providing a positive learning environment for all students that enhances personal safety and promotes respect, dignity, and equality among students. High standards are expected for both academic achievement and for behavior.

MFISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. MFISD will make every effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Bullying is defined as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines: 1) To 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; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Harassment is defined as conduct that threatens to cause harm or bodily injury to another student, 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.

Sexual harassment is conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable.

Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim, this definition includes behavior but not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

Students, who believe they have been harassed, bullied, or otherwise victimized by fellow students or MFISD employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent/guardian who has a complaint alleging bullying, harassment, dating, violence, or sexual violence may request a conference with the principal or principals' designee. If the student or parent/guardian is not satisfied with the response from the campus staff, they may request a conference with the Superintendent or designee, or MFISD's Executive Director of Operations/Support Services.

Complaints will be documented and investigated in accordance with MFISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Campus Complaint Procedure:

- 1) Students and staff members will complete a Complaint Form available in the school's main office.
- 2) The Complaint Form will be submitted to the principal or designee immediately.
- 3) The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
- 4) The principal will conference with the victim and parent/guardian to discuss safety and community resources.
- 5) The principal will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences. With the prior consent of the victim, the principal may issue a School-Based Stay-Away Agreement to the alleged perpetrator during the parent/guardian conference.
- 6) Documentation of all Complaint Forms, follow-up actions and Stay-Away Agreements will be available to the General Counsel at all times.

Please review this information and return the signed page to the school, retaining the first page for your records.

For more information about your rights and responsibilities concerning bullying, harassment, dating violence or sexual violence, please contact the principal or the MFISD's Executive Director of Support Services.

Parent/Guardian Name	Parent/Guardian Signature	Date

Student Name	Student Signature	Date

Administrator Name	Administrator Signature	Dat

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for reporting incidents of
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

A counselor or administrator who receives a report of bullying, sexual harassment, dating violence, or sexual violence will address the following issues with the student who was the victim of the reported behaviors in a private meeting before assisting the student in completing the Complaint Form.

Your Right to File a Complaint

The policy of MFISD is that all students and employees be free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. The District will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Instructions: Use this form to report bullying, sexual harassment, dating violence, and sexual violence so that school officials may investigate and take appropriate actions to increase your safety.

Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated. It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the complaint.

Where to file: Complaint forms will be available from any counselor or administrator.

Confidentiality: To conduct this investigation in a confidential manner, the school will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the school to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will not be shown to the alleged perpetrator.

Retaliation prohibited: Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action, including but not limited to detention, suspension, and expulsion.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for reporting incidents of
BULLYING, SEXUAL HARASSMENT, DATING VIOLENCE and SEXUAL VIOLENCE

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of alleged perpetrator(s) of bullying, sexual harassment, dating violence, or sexual violence:

Relationship between you and the alleged perpetrator:

Describe the incident:

When and where did it happen? _____

Were there any witnesses? yes no

If yes, who?

Is this the first incident? yes no

If no, how many times has it happened before?

Other information, including previous incidents or threats:

Student or parent declines to complete this form:

Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

Notes of actions taken:

Additional information from student or staff

Date Documentation/Follow-Up Signature of Student/Staff

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
STUDENT-ON-STUDENT ALTERCATION RESPONSE CHART

All charges or reports of a student-on-student altercation (e.g., sexual harassment, harassment, bullying, dating violence, or sexual violence) should be referred to the appropriate district official in accordance with Board Policy FFH (LOCAL). This checklist has been provided to assist the district official in ensuring that necessary steps are taken when incidents have been brought to the principal's attention. To the greatest extent possible, confidentiality should be maintained when investigating reports.

DATE ACTIONS

- 1) Take necessary steps to separate alleged perpetrator and victim.
- 2) Call the School Resource Officer if appropriate. If the altercation is assaultive in nature, see legal and policy guidelines for reporting and discipline, as well as CPS requirements.
- 3) **VICTIM:** Conference with the victim outside of the presence of the alleged perpetrator. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative.
 - a. Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Inform the student of his or her right to file a complaint alleging sexual harassment directly with the Title IX coordinator or Office of General Counsel and with the Office for Civil Rights. Obtain signature if possible.
 - b. Assist the student in documenting the incident on a complaint form. If the student or parent/guardian declines to document the incident, note this on the complaint form.
 - c. Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without being subject to harassment. Refer the student to a school counselor as appropriate.
 - d. Record your observations related to the student conference.
- 4) **ALLEGED PERPETRATOR:** Conference with the alleged perpetrator out of the presence of the victim. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student must be accompanied by a parent/guardian or other representative.
 - a. Allow the student an opportunity to respond in writing to the allegations.
 - b. Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Obtain signature if possible.
 - c. Refer the student to a school counselor as appropriate.
 - d. Record your observations related to the student conference.

- 5) Further investigate the complaint by interviewing any witnesses separately. Document findings.
- 6) Communicate in a confidential manner with the School Resource Officer and counselor and principal or designee.
- 7) Make determinations regarding alleged conduct, ordinarily within 5 (five) days. If extenuating circumstances delay the investigation, inform the victim and parent/guardian. Record determination and actions, as follows (check box):

[] Findings indicate that a student-on-student altercation occurred.

a. VICTIM: Conference with the victim and parent/guardian. Possible interventions:

- Identify actions to increase the victim’s safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of support services.
- Ensure the victim has access to support when needed (e.g. administrator or counselor gives his/her business card to the student to carry and writes on the back: please allow NAME to see me when requested.)
- Inform the student if his or her right to request a “Stay-Away Agreement.”
- Encourage the victim to report further incidences.
- Parent/guardian has right to pursue transfer as a victim of bullying. Share form and process as appropriate. Requires verification of harassment/bullying from administration. See FDB (LEGAL).
- Document conference and action plans.
- Did the victim use reasonable actions to constitute Self-Defense?

b. ALLEGED PERPETRATOR: Conference with the alleged perpetrator and parent/guardian. Possible interventions:

- Emphasize expectations for positive behavior.
- Identify and implement disciplinary consequences and other actions that will be taken to prevent further incidences.
- Inform the student and parent of support services.
- Ensure the alleged perpetrator has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: Please allow NAME to see me when requested.)
- Address the seriousness of retaliation.
- If harassment was severe or repeated, a “Stay-Away Agreement” may be issued.

- Depending on the nature of the offense, disciplinary action may be warranted or mandated.
 - Increase supervision of the alleged perpetrator as appropriate.
 - Behavior contract.
- c. REMINDER: If there is a finding that the altercation involved physical or sexual assault or threats, notify the School Resource Officer immediately and follow legal and policy guidelines for reporting and discipline, as well as CPS requirements.

[] Unable to determine that inappropriate behavior occurred, but there has been a determination that the situation justifies the communication of warnings, recommendations, and/or information regarding support services.

[] There are no findings of inappropriate behavior.

8) After determination made:

- Give notice of the outcome to the parties – follow FERPA guidelines.
- Advise the parents and students that they may appeal the decision of the principal or designee regarding the outcome of the investigation into the allegation. Inform the student or parent/guardian that he or she may request a conference with the superintendent or designee and that a written complaint must be submitted. The appeal notice must be filed in writing, on a form provided by the District. Refer to Board Policy FFH (LOCAL) and FNG (LOCAL).

9) If findings indicate that inappropriate behavior has occurred:

- Monitor the safety of the victim.
- Encourage the victim to immediately communicate any safety concerns that may arise to an administrator or counselor or School Resource Officer.
- Document subsequent follow-up actions and complaints in the space provided on the complaint form.

10. Advise Title IX Coordinator by email or memo of all incidents of sexual harassment that occur on our campus. Label correspondence regarding sexual harassment issues “Attorney-Client Privileged Information.” Include (a) the date of the incident, (b) the names of the students involved in the incident, (c) actions taken to address the matter and (d) whether the matter is closed or remains open. Use form titled “Reports of Allegations of Sexual Harassment (Title IX).”

11. Store complaint forms in a separate, confidential file.

**MARBLE FALLS SCHOOL DISTRICT
SCHOOL-BASED STAY-AWAY AGREEMENT
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE**

The intent of this agreement is to increase safety for students who have been the victim of severe or repeated bullying, sexual harassment, dating violence, or sexual violence. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian.

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident:

Date of assessment: _____

Date of parent/guardian notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from (*name of victim*)

at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact with (*name of victim*)

at school or on school property, school buses, and bus stops.

In addition, the following actions are effective immediately:

Arrival/Departure

Time: _____ Entrance: _____

Bus/Parking: _____

Current Schedule

New Schedule

<u>Current Schedule</u>	<u>New Schedule</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lunch: _____

Locker: _____

Extracurricular Activities: _____

Other disciplinary actions: _____

Violations of this agreement and acts of retaliation directly or indirectly toward the victim or the victim's friends or family members will be taken seriously and will result in further disciplinary actions. Your compliance will be monitored by (*name and staff title*):

Agreement is valid from _____ to _____.
date *date*

This agreement will be reviewed on _____
date

Signatures

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

**APPENDIX II:
Acknowledgment Form—Amendment**

Note to handbook developer: You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.

My child and I have received a copy of the Marble Falls Middle School Student Handbook Amendment # _____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

**APPENDIX III:
Parent Statement Prohibiting Corporal Punishment**

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC). [See FO and the SCOC]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Marble Falls ISD, and I prohibit the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian: _____

Signature of parent or guardian: _____

Date: _____

Name of student: _____

Campus: _____

Grade: _____

APPENDIX IV:
Release Form for Display of Student Work and Personal Information

Occasionally, the Marble Falls ISD wishes to display or publish original student work, which may include personally identifiable student information as defined in the Student Handbook, to promote student academic and extracurricular activities on the district's Web site, a Web site affiliated or sponsored by the district, such as a campus or classroom Web site, and in district publications.

Original student work includes artwork, projects, photos taken by the student, or other academic or creative work. The district may also wish to publish or display original video and voice recordings.

The district agrees to use these student works and information only in the manner described above.

Parent: Please circle one of the choices below and check the applicable boxes:

I, parent of _____ (student's name), **(do give) (do not give)** my permission for the following to be displayed or published by the district:

- Original student work
- Voice recordings
- Video recordings

Parent signature: _____

Date: _____

Marble Falls I.S.D. Elementary Student Handbook

2015 - 2016



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

Colt Elementary School (830) 693-3474

Highland Lakes Elementary School (830) 798-3650

Marble Falls Elementary School (830) 693-2385

Spicewood Elementary School (830) 798-3675

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Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MOTTO



Learners Today...

Leaders Tomorrow...

*Mustangs
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2015-2016

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Marble Falls I.S.D. Elementary Campuses

Colt Elementary

2200 Manzano Mile

Marble Falls TX 78654

(830) 693-3474

Keith Powell, Principal

Phyllis Campbell, Assist. Principal

Marble Falls Elementary

901 Ave. U

Marble Falls TX 78654

(830) 693-2385

Michael Haley, Principal

Jennifer Lockner, Assist. Principal

Highland Lakes Elementary

8200 FM 1431

Granite Shoals TX 78654

(830) 798-3650

Bethany Birdwell, Principal

Stacy Lashbrook, Assist. Principal

Lee Ann Harkins, Assist. Principal

Spicewood Elementary

1005 Spur 191

Spicewood TX 78669

(830) 798-3675

Susan Cox, Principal

Breakfast Begins:

7:15 AM

Classes Begins:

7:45 AM

Classes Ends:

3:15 PM

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PREFACE

To Students and Parents:

Welcome to school year 2015–16! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Marble Falls ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook encompasses four campuses: **Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, and Spicewood Elementary**. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Marble Falls ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.marblefallsisd.org and is available in hard copy upon request.

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

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

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

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

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

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

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook form;

2. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information form;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district’s official policy manual is available for review in the superintendent’s office and an unofficial electronic copy is available at www.marblefallsisd.org.

SECTION I: PARENTAL RIGHTS

This section of the Marble Falls ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, submit a written statement to the campus principal stating this decision. A signed statement must be provided

each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

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

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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 child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This "directory information" will be released to anyone who follows procedures for requesting it.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated 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; and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

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

If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records** on page 8.

Participation in Third-Party Surveys

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

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

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

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

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

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

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

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) is involved with the selection of course materials for such instruction.

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Elementary 5th grade students participate in a maturation program directed by the school nurse.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 44 and policy EC (LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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 policy FO (LEGAL) and the Student Code of Conduct.]

Student Records

Accessing Student Records

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

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

- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to

the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular 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 parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable

requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the **superintendent's office is 1800 Colt Circle, Marble Falls, Texas 78654.**

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 46, and **Complaints and Concerns** on page 20 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.marblefallsisd.org.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. 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 <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 18 policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he

or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.
[See also Students in Foster Care on page 51 for more information.]

Students Who Are Homeless

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

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

[See also Homeless Students on page 37 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

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 the 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 the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Dr. Susan Maughan at 830/693-4357.

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Dr. Susan Maughan at 830/693-4357.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the front office at your child's campus.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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 a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

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.

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 10 for that section.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling

or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Cord Woerner, Director of Special Programs. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through age 18 violates the compulsory attendance law incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA (LEGAL).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made 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 absences were for reasons over which the student or the student's parent could exercise any control.

- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00am

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be 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.

Doctor’s Note after an Absence for Illness

Upon return 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 student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be 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 student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC (LOCAL).]

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Marble Falls ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, 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 will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district’s website at www.mfisd.txed.net. Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

AWARDS AND HONORS

Each campus will recognize students who excel in academics, citizenship, and/or attendance.

Each nine weeks, students in grades PK-5 receive recognition for the following:

- “All A” honor roll (Grades 2-5)
- “A & B” honor roll (Grades 2-5)
- Perfect Attendance (All grades)
- Citizenship (All grades)

Students who compete in the District U.I.L. competition also receive special recognition. Recognition for other activities will be made on each campus according to their specific events.

BULLYING

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

- Results in harm to the student or the student’s property,
- Places a student in reasonable fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of

bullying or other related misconduct.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety**

Transfers/Assignments on page 11.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[Also see **Safety Transfers/Assignments** on page 11, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25 **Hazing** on page 32, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see **Food Allergies** on page 34.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at policy DMA(LEGAL). As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas,

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

The following websites might help you become more aware of child abuse and neglect:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

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 handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www.marblefallsisd.org.

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

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in

accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, 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 campus behavior coordinator at each district campus is listed below:

Marble Falls High School - Manny Lunoff, principal or administrator designee

Falls Career High School – Peggy Little, principal

Marble Falls Middle School – Roger Barr, principal or administrator designee

Colt Elementary School – Keith Powell, principal or administrator designee

Highland Lakes Elementary School – Bethany Birdwell, principal or administrator designee

Marble Falls Elementary School – Michael Haley, principal or administrator designee

Spicewood Elementary School – Susan Cox, principal

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should ask his/her classroom teacher to arrange such a meeting. 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.

[Also see **Substance Abuse Prevention and Intervention** on page 51 and **Suicide Awareness** on page 52.]

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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 by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

Dates Scheduled for 2015-2016 Credit by Exam (CBE) Calendar

Fall	<u>Registration Date</u>	<u>Test Date</u>
	August 25, 2015	October 6, 2015
	September 23, 2015	November 3, 2015
	October 27, 2015	December 8, 2015
Spring	<u>Registration Date</u>	<u>Test Date</u>
	December 15, 2015	February 2, 2016
	January 26, 2016	March 15, 2016

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2015–16 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.

Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam 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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and

offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.marblefallsisd.org. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

Examples of 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.

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and

corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

DISTANCE LEARNING

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

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

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, 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 10 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. The decision regarding approval will be made within two school days.

The school office has been designated as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials

not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 at DGBA or GF.]

The principal has designated the school office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

All 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

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

General Guidelines

Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. The District specifically prohibits pictures, emblems, or writings that:

- 1) Are lewd, offensive, vulgar, or obscene.
- 2) Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).
- 3) Skeleton, skulls or skull and crossbones are prohibited in any form.

The homeroom/classroom teacher is responsible for determining if the apparel worn to school adheres to the dress code requirements. Any school personnel may determine that clothing has been altered during the course of the school day after consulting with the homeroom teacher. If this occurs, the student is subject to disciplinary action. **Specifically, the following rules governing dress and grooming shall be observed:**

- 1) Clothing and decorations (buttons, etc.) with obscene messages and/or advertisements for

prohibited materials shall not be worn.

- 2) Clothes are to be worn only as originally designed by the manufacturer.
- 3) The midriff must be covered.
- 4) Shoes must be worn at all times, laced if needed, and with the foot fully inserted into the shoe. No flip-flop sandals allowed. Shoes with metal taps or rollers are not allowed. **Tennis shoes must be worn in PE in order to participate safely.**
- 5) Cleanliness shall be expected at all times.
- 6) Hair shall be kept clean and well groomed.
- 7) Students may wear shorts that are mid-thigh or longer in length.
- 8) Hats, caps, bandanas or sweatbands may **not** be worn.
- 9) **Clothes should be worn at the appropriate body size – no very loose or “baggy” clothes or tight-fitting clothes.**
- 10) Shirts and blouses shall be buttoned except at the collar.
- 11) Pants or shorts shall be worn on the waist without underwear exposed.
- 12) Unusual hair styles, such as “rat tails,” mohawks, unnatural hair coloring (pink, green, etc.), and extremes in makeup will not be allowed.
- 13) Tattoos are NOT permitted (permanent or temporary).

Female Specific: 1) Sleeveless shirts are permissible with at least a 2-inch width across the shoulders; tank tops, spaghetti straps, or backless shirts are not permitted.

2) Piercings for females are acceptable in ears only with a maximum of 2 per earlobe.

3) Skirts/Dresses may be worn if the length is mid-thigh or longer, including slits.

Male Specific: 1) Muscle shirts are not be permitted

2) Males with ear piercings will remove jewelry for the duration of the school day (none to be worn on campus).

Dress Code Violations and Consequences

When a teacher determines that a student is not following the dress code, the student will be sent to the office with a note specifying the problem. If the principal or designee 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.

Determination as to what is neat, clean, decent, modest, appropriate, and in good taste shall always be open to question. The principal or designee shall make such determination in an objective, impartial, and consistent manner. The principal’s judgment in these matters shall be final.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices

must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 49 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 49 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

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 52.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing 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 involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

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

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

- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 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.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 52.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. Our P.T.O. will sponsor most of these activities with prior approval from the principal. [For further information, see policies FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

GRADING GUIDELINES

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

[Also see **Report Cards/Progress Reports and Conferences** on page 46 for additional information on grading guidelines.]

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

HAZING

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

are or include other students.

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

[Also see **Bullying** on page 18 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis

State law 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, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination **for a student ages 11 to 12 or for a student enrolling in grades 7 through 12**, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

[Also refer to **Immunizations** on page 37 for more information.]

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well

as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

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

[Also see policy FFAF (LOCAL) and **Celebrations** on page 19.]

Head Lice

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

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity Requirements

Elementary School

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

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

School Health Advisory Council (SHAC)

Information regarding the district's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in district facilities and student access to the machines is available from the principal.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 6 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Marble Falls ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are

encouraged to contact the Executive Director of Support Services with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food Services [See policies at CO and FFA.]

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Michael Phillips, the district's designated asbestos coordinator, at (830) 693-2046.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Michael Phillips, the district's IPM coordinator, at (830) 693-2046.

HOMELESS STUDENTS

You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Michael Pittard, Executive Director of Support Services at (830) 693-4357.

HOMEWORK

As a meaningful and integral part of instruction, homework should be checked for completion and accuracy. Feedback is essential and must be provided to the student. The following chart illustrates the maximum amount of homework time to be allotted per grade level in a single evening. Times shown indicate the total amount of time for all homework assigned in a given evening.

Grade Level	Minutes for Homework (3 times per week Maximum)	Minutes for Reading (5 times per week)
K	10	10
1 st	10	10
2 nd	15	15
3 rd	30	30
4 th	30	30
5 th	30	30

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 33.]

IMMUNIZATION

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

with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 life-long condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to 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.

[For further information, see policy FFAB (LEGAL) and the TDSHS website:
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, 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. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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** on page 49, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may 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 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 instructional and assessment decisions in conjunction with the LPAC.

LOST AND FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, 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

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time,

including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 15.]

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

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

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

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

Only authorized employees, in accordance with 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.
- 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.

For students at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student

is capable of doing so.

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

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, Marble Falls ISD 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 CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle, Marble Falls, Texas 78654
(830) 693-4357

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Dr. Susan Maughan, Executive Director of Special Services
1800 Colt Circle, Marble Falls, Texas 78654
(830) 693-4357

All other concerns regarding discrimination: See the superintendent, (830) 693-4357

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

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements 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 22.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 46.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 56.]
- 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, and contact the campus principal.]
- 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** on page 35.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- 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.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Wade Stanford and may be contacted at (830) 693-4357.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Other Exams 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.

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 6.]

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

[See policy EC for more information.]

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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 grades Kindergarten-2, promotion should be considered a developmental continuum of curriculum and student learning. Promotion to the next grade level shall be based on an overall satisfactory average on course-

level, grade-level standards (essential knowledge and skills) for reading, language arts, and mathematics.

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 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 50.]

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

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

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

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

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 39.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

In the middle of each grading period, parents will be given a written progress report. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 43 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal/superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 32.]

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

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

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

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 25.]

SAFETY

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

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

- News media by 6:00 a.m. on the morning of the cancellation/delay.
- Local radio stations include KHLB (106.9) and KBAY (92.5).
- *SKYLERT* messaging system
- Information posted on the school district's website. .

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 50.]

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

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

The following areas are open to students before school, beginning at 7:15 a.m.

- Colt Elementary School: cafeteria, gym
- Spicewood Elementary School: cafeteria/gym
- Marble Falls Elementary School: cafeteria, gym
- Highland Lakes Elementary School: cafeteria, gym

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.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in

accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Cafeteria Services

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. Contact the Child Nutrition office at (830) 693-5423 to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to \$10.00 elementary, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. Alternate meals are offered for both breakfast & Lunch when the child reaches their charge limit.

All students eat lunch at school in the cafeteria. Students may buy their lunches or bring them from home. Lunches may be paid for in the cafeteria in the mornings. Meals may be purchased daily, weekly or monthly in the cafeteria or on-line from the Marble Falls website (click on MySchoolBucks.com). Sending cash with your child is not advised. Records are kept electronically. Prices will be as follows:

Breakfast prices:

Students	\$1.00 (regular)
Students	\$0.30 (reduced)
Adults	\$1.85

Lunch Prices:

Students	\$1.85 (regular)
Students	\$0.40 (reduced)
Adults	\$3.10

Breakfast will be served from 7:15-7:40 a.m. daily. Lunch times will depend on your child's schedule. Parents and other adults are welcome to eat lunch with their children in the cafeteria.

Snacks

Snacks and drinks are available in the cafeteria. We strongly encourage non-carbonated drinks. No food or drinks may be taken from the cafeteria unless the principal grants permission for extenuating circumstances.

Cafeteria Rules

- Enter and exit the cafeteria quietly.
- Use quiet voices in the cafeteria.
- Raise your hand if you need some assistance.
- Please practice good manners.
- Sharing food is not allowed.
- Clean up your space before you leave.
- Stay in your seat until directed to leave.

Online Meal Accounts

Pre-payments can be made in the cafeteria with cash, check, or you may go online to www.myschoolbucks.com. MySchoolBucks.com is a family friendly system for online pre-payment and nutrition education. You can view student balances, set up low balance notifications and view account transaction history. For more information please contact MFISD Child Nutrition to help you with any set up questions at 830-693-5423.

NOTE:

1. A convenience fee of \$1.95 will be added to the bill for each transaction.
2. Credit cards are next day and check cards, e-cards and Pay-pal could take up to 10 days.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use with a teacher and librarian permission.

SEARCHES

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

Students' Desks and Lockers

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

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

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

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

Telecommunications and Other Electronic Devices

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

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

[See policy FNF (LEGAL) and **Electronic Devices and Technology Resources** on page 28 for more information.]

Trained Dogs (All Grade Levels)

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

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 24.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Leslie Baty in the Academic Program Office at (830) 693-4357.

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the

student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 44 for additional information.]

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

STUDENTS IN FOSTER CARE

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

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

Please contact Michael Pittard, who has been designated as the district's foster care liaison, at (830) 693-4357 with any questions.

STUDENT SPEAKERS (All Grade Levels)

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

[See policy FNA (LOCAL) regarding other speaking opportunities.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

<http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access

<http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide

prevention services available in your area.

TARDIES

Students arriving after the 7:45 am bell must go to the front office for a tardy slip. Students arriving late will not be admitted to class without this slip. Any student who arrives after the designated time for class to begin is required to bring a written note to the office and pick up a tardy slip.

1st and 2nd Tardies = Warning

3rd and 4th Tardies = Parent contacted by teacher

5th and 6th Tardies = Parent contacted by administrator

7th Tardy = Administrator conference with parent and student

8 or more Tardies = Parent must accompany student to office

* Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. For the purpose of filing a failure to attend complaint, three tardies will constitute one absence.

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

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

TRANSFERS

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

[See Bullying, on page 18, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 12, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are **required to use transportation provided by the school to and from the event**. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. **[A parent must personally request that their student be permitted to ride home with the parent. This request must be in writing (district permission form) and must be given to the principal 24 hours prior to the event.]**

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Marble Falls Director of Transportation at (830) 798-2300.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

ELEMENTARY-Parents and Students:

We would like to take this opportunity to welcome your students aboard the Marble Falls I.S.D. school bus. We transport approximately 2000 students each day with 43 bus routes, and cover approximately 3,000 miles each day. We mention this only to impress upon you the importance of maintaining order, and having your cooperation in following the rules as listed below. Compliance with these rules and others that are in the Marble Falls I.S.D Code of Conduct is a "**must**" in order to **safely** transport your child.

The school bus is an extension of the classroom and the same conduct is expected.

When you, the parent, turn your child over to us, we want you to know that he or she is transported in a well-disciplined safe environment. The bus ride to and from school is a service. Violation of the following rules will result in disciplinary action up to and including a written referral to the campus principal. Anyone violating the bus rules, thereby endangering the safety of others may lose their bus riding privilege.

1. Students are required to be at their assigned bus stop five minutes prior to the scheduled arrival of the school bus. Parents are responsible for their children's action while waiting for the school bus.
2. Students are required to stand back 10 feet from where the bus stops and wait for the bus to come to a complete stop. Children crossing the highway are required to wait for the bus and all traffic to come to a stop and the driver to motion that it is safe to cross the roadway. Student should cross fifteen (15) feet in front of the bus so the driver can see the student at all times.
3. The bus driver has the right to and is required by MFISD to assign seats. Students will remain in their assigned seat until the bus arrives at their campus or home and comes to a complete stop.
4. Except for a plastic bottle of water, eating, drinking and chewing gum will not be allowed while on a regular bus route.
5. Animals, including school projects will not be allowed on the school bus at any time. Only band instruments that can be held in the lap or between the student's legs will be allowed on the bus.
6. All personal items (makeup, cologne, perfume, hairspray, game boys, CD players, cell phones, any electronic devices) will be turned off and remain in back packs.
7. The use of tobacco, drugs, weapons and alcohol are prohibited on the school bus by state law and school board policy. Violation of any of these laws will result in immediate bus suspension.
8. Always keep head, hands and feet to yourself and inside the school bus at all times.
9. Profane language will not be allowed while riding the school bus.
10. Vandalism to any part of the school bus will result in immediate suspension of bus privileges and will require restitution before the student will be allowed back on the school bus.
11. Throwing, pitching or shooting articles on the bus or out the windows is prohibited.
12. Acts of affection such a hugging and kissing will not be allowed on the school bus.
13. Students are required to ride in their assigned seat at all times. Boys and Girls will be separated when seat assignments are determined by the Driver.
14. Tampering with any emergency device on the bus will not be tolerated.
15. Students denied bus riding privileges are not allowed on any District bus during the suspension period.
16. Parents/Legal Guardian/other adults are not permitted to board the school bus and discuss problems with students and /or bus drivers. Please call the Transportation Department at (830)798-2300 to set up an appointment to speak to the bus driver and his/her supervisor. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. The only exception to board the bus is Emergency Personnel if the need arises!
17. Marble Falls I.S.D. Transportation Department will not allow students to be picked up or dropped off at any location other that their Campus or residence unless approved by the Transportation Department in advance.
18. The driver and monitor are the authority figures on the bus. Lack of cooperation and/or disrespect will result in disciplinary action.
- 19. These rules and others that are in the Marble Falls I.S.D. Code of Conduct must be followed while riding the bus.**

BUS DISCIPLINE CONSEQUENCES

STEPS:

- Initial problem will result in the driver contacting parent for assistance and possibly making a seating change.

- Continued violation will result in a referral being sent to the Campus Principal.
- **(Parent/Guardian will be contacted and made aware that this action is being taken)**
- Referrals will lead to a bus suspension.
- Fighting, profanity, drug, alcohol, weapons, obscene gestures, disrespect toward the driver, insubordination will result in an automatic 10 day suspension.

NO STUDENT WILL BE ALLOWED BACK ON ANY BUS UNTIL HE/SHE COMPLETES THE SUSPENSION.

Thank you and your students for your cooperation and assistance in making this a successful and safe school year. George Hamilton-Director of Transportation

VANDALISM

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

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. **When arriving on campus, all parents and other visitors should be prepared to show a government approved photo identification that can be scanned through the district Raptor's system and obtain a visitor's badge. This badge must be worn while on campus. Upon leaving, visitors must return badge to the office.**

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

High School and Middle School students are not permitted on the elementary campus during the school day and are not allowed to attend Elementary Field Trips/Parties etc. Should there be questions concerning exceptions to this policy, please see the campus principal.

VOLUNTEERS

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

WITHDRAWING FROM SCHOOL

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

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

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

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness 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, effective beginning with certain students for the 2011–2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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

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

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

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.marblefallisd.org. Below is the text of Marble Fall's ISD policy FFI (LOCAL) as of the date that this handbook was finalized for this school year.

Note: This policy addresses bullying of students. Before proceeding under this policy, review FFH to first determine whether that policy applies. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.
DEFINITION	Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that: <ol style="list-style-type: none"> 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and 2. Such conduct: <ol style="list-style-type: none"> a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
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 otherwise participates in an investigation under this policy.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.
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 promptly report may impair the District's ability to investigate.
REPORTING PROCEDURES	To obtain intervention and assistance, 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, counselor, principal, or other District professional employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.
REPORT FORMAT	

A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH (LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH (LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dismiss the complaint.

CONCLUDING THE INVESTIGATION Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.

DISTRICT ACTION BULLYING In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.

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

STUDENTS WITH DISABILITIES Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.

COUNSELING If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.

TRANSFERS If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

IMPROPER CONDUCT If the investigation reveals improper conduct that was not "bullying," the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.

CONFIDENTIALITY To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, 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	The District shall retain records of the complaint and investigation in accordance with CPC (LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District's Web site; a copy may also be obtained at each campus and the District's administrative offices.

APPENDIX II:
Acknowledgment Form—Amendment

Note to handbook developer: You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.

My child and I have received a copy of the Marble Falls Elementary Student Handbook Amendment # _____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date: 8-17-15

Meeting Type: <input checked="" type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Open Session <input type="checkbox"/> Executive Session <input type="checkbox"/> Recognition <input type="checkbox"/> Administrative Report <input type="checkbox"/> Consent Agenda <input checked="" type="checkbox"/> Regular Agenda <input type="checkbox"/> Information/Discussion
Date Submitted:	

Subject: TEA Approved Innovative Course

Executive Summary:
 In accordance with EGA (Legal), we are requesting approval to offer the TEA state approved innovative course (N1290010), Student Leadership at Marble Falls Middle School for High School credit. This course directly ties to MFISD District Goal #2, Leadership Development: The District will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. This course provides opportunities to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making, problem solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility.

Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input checked="" type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input checked="" type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: 2014-2015 Amendment Required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--	---

Administrator's Recommendation:
 Approve the TEA state approved innovative course, Student Leadership, as presented.

Department Submitting: C & I	Requested By: Leslie Baty
Cabinet Member's Approval:	

Board Approval Required: Yes No



Student Leadership Course

Share |

- [2015 Student Leadership Course Information »](#)
- [Reasons to Offer Student Leadership Course »](#)
- [Information to Provide for an Administrator »](#)
- [July 27-28 2015 Student Leadership Course Curriculum Academy \(for teachers of leadership classes\) Registration Form »](#)
- [2015 Leadership Course Hotel Information for Group Rate »](#)
- [Contribute to the TASC Supplemental Text for the Student Leadership Course. Authors of lessons submitted for publication will be credited and will receive a free copy of the book. Submit your lesson in by emailing it to \[receptionist@tassp.org\]\(mailto:receptionist@tassp.org\). Include your name, school, and contact information.](#)

TASSP/TASC Student Leadership Course

The Texas Association of Secondary School Principals and Texas Association of Student Councils sponsor the TEA approved course, STUDENT LEADERSHIP. Developed originally in 1996, and revised in recent years, this course curriculum is available for purchase and implementation in secondary schools. TASSP/TASC serve as the sponsoring organization with TEA and the course can be offered in Texas High Schools for state elective credit (1/2 to 1 credit). Schools or school districts must purchase the curriculum through TASSP/TASC and complete the TASSP/TASC Participant Agreement to offer this course as state credit. The curriculum may be purchased as supplemental resource for other classes or educational purposes.

MATERIALS

The revised curriculum includes in each chapter: course TEKS, activities to teach key concepts, and web-based resources. The teacher curriculum is provided on an interactive CD that provides access to a pdf version of the teachers guide as well as an electronic version with live web links. The fee to enroll in this TASSP/TASC course and purchase the CD is \$125.

To enroll your school in this course and purchase the teacher guide/curriculum, submit this form:

[Course Enrollment Agreement/Curriculum Order Form »](#)

Individual Student Workbooks that accompany the Teacher's Guide are available for order from TASC. Each student workbook is \$7 (plus shipping/handling)

[Student Workbook Order Form »](#)

Out of state inquiries regarding curriculum only: email [Terry Hamm](#) for pricing that does not include course approval from TEA.

ADDITIONAL INFORMATION

[Course Specifications »](#)

[TEA Verification of Approval »](#)

Student Leadership	N1290010	STUDEAD	1/2-1	Texas Association of Secondary School Principals (TASSP), www.tassp.org	2014-2019
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Approval as noted in the minutes of the SBOE Meeting from 4/11/14

7. Proposed Approval of Innovative Courses

(Board agenda page II-39)

[Official agenda item #13]

MOTION AND VOTE: It was moved by Mrs. Miller, seconded by Dr. Dominguez, and carried unanimously to recommend that the State Board of Education approve for a period of five years the renewal of the following four innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum: Advancement Via Individual Determination (AVID) I-IV, Reconnecting Youth, Student Leadership, and Teen Leadership.

The State Board of Education approved this class for state credit for five years April 11, 2014.

COURSE DESCRIPTION

This course provides opportunities to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration and the community. The teacher's manual demonstrates a hands-on, active learning approach to leadership. This course is available to all high school students. The course can be customized to meet the needs of a Student Council, but is also adaptable to a broader student population.

The topics or chapters included in the teacher's manual are:

1. The Structure of Leadership
2. Organization and Managerial Skills
3. Responsible Citizenship
4. Goal Setting
5. Group Process
6. Communication
7. Evaluation

[Curriculum Guide Table of Contents »](#)

[Sample pages from Curriculum Guide »](#)

[Student Workbook Table of Contents »](#)

[Approved Campuses](#)

LATEST NEWS

[MORE](#)

CALENDAR

[MORE](#)

FEATURED MEMBERS

ONLINE SURVEYS

4/1/2015
**JUNE 2015 TASC
 NewsBlast is Here!**

9/12/2014 » 9/12/2015
**Advisors Workshop
 Exhibit**

9/8/2014
**WebBrowsers: For the
 best experience, we
 encourage you to use
 Google Chrome or
 Mozilla Firefox.**

9/12/2015 » 9/13/2015
**Advisors Workshop
 2015**

CONTACT US

1833 South I.H. 35
 Austin, Texas 78741

Phone: (512) 443-2100
 Fax: (512) 442-3343



Student Leadership Activities



2015 Leadership Class Curriculum Academy

July 27-28, 2015
Austin Marriott South

You Might Be a Principal in Need of a Leadership Class if...

- ✓ You want to utilize a cost effective method of meeting the needs of your students while improving school climate and school culture
- ✓ You want to build connectedness which reduces your dropout rate
- ✓ You want to provide leadership training for current and emerging student leaders
- ✓ You want to offer opportunities for students to engage in service learning, create portfolios, enhance interpersonal and public speaking skills, and learn civic participation
- ✓ You want to build a campus leadership team to address mandates and campus needs such as dating violence, bullying, cyber bullying, drug and alcohol abuse, cyber safety, transition needs, hospitality for campus events, energy and environmental needs, pairing with special needs students
- ✓ You want to provide a strong base for active student leadership organizations
- ✓ You want to enhance avenues for student voice and student engagement as well as develop strong public relations between your school and your community
- ✓ You want an engaging way to reach and involve at risk students
- ✓ You want to enhance academic-socio-emotional learning on your campus
- ✓ You want to engage students and simultaneously improve academic achievement, attendance, and the numbers of students who are college/career ready
- ✓ You must meet requirements of HB5, section 46

The TASSP Student Leadership Class meets a variety of student needs on middle or high school campuses through lab/project oriented methods. It may be offered for ½ or 1 state credit to:

- 8th graders for high school credit
- Student Council/NHS/NJHS students
- Selected students with instructor approval
- ESOL students
- Emerging leaders
- Incoming freshmen
- Any student leadership team
- At-risk students
- GT students
- Any student leadership team

It may be taught by any teacher with a valid Texas Teacher Certificate and:

- Two plus successful years of classroom experience recommended
- Lab-oriented rather than lecture-oriented skills recommended
- Regular appropriate outside training such as that provided by TASC Advisor Workshops, NASC Lead Conferences, TASC Summer Leadership Workshops, or the TASSP/TASC Leadership Class Curriculum Academy.

Curriculum including an interactive CD may be purchased from TASSP for \$125. Data from National Education Longitudinal studies shows the positive correlation between student activities and classes such as the TASSP Student Leadership Course and student achievement, attendance, graduation, and achievement after high school.

Registration fee of \$399 for first time attendees includes the \$125 curriculum, all materials, and two meals. Or \$274 for refresher course for those who previously attended the Academy, to include materials, and two meals.

Contact Terry Hamm at 512-443-2100 ext. 233 or E-Mail: terry@tassp.org for more information.

Registration information is located at www.tasconline.org under the tab: [EVENTS](#).

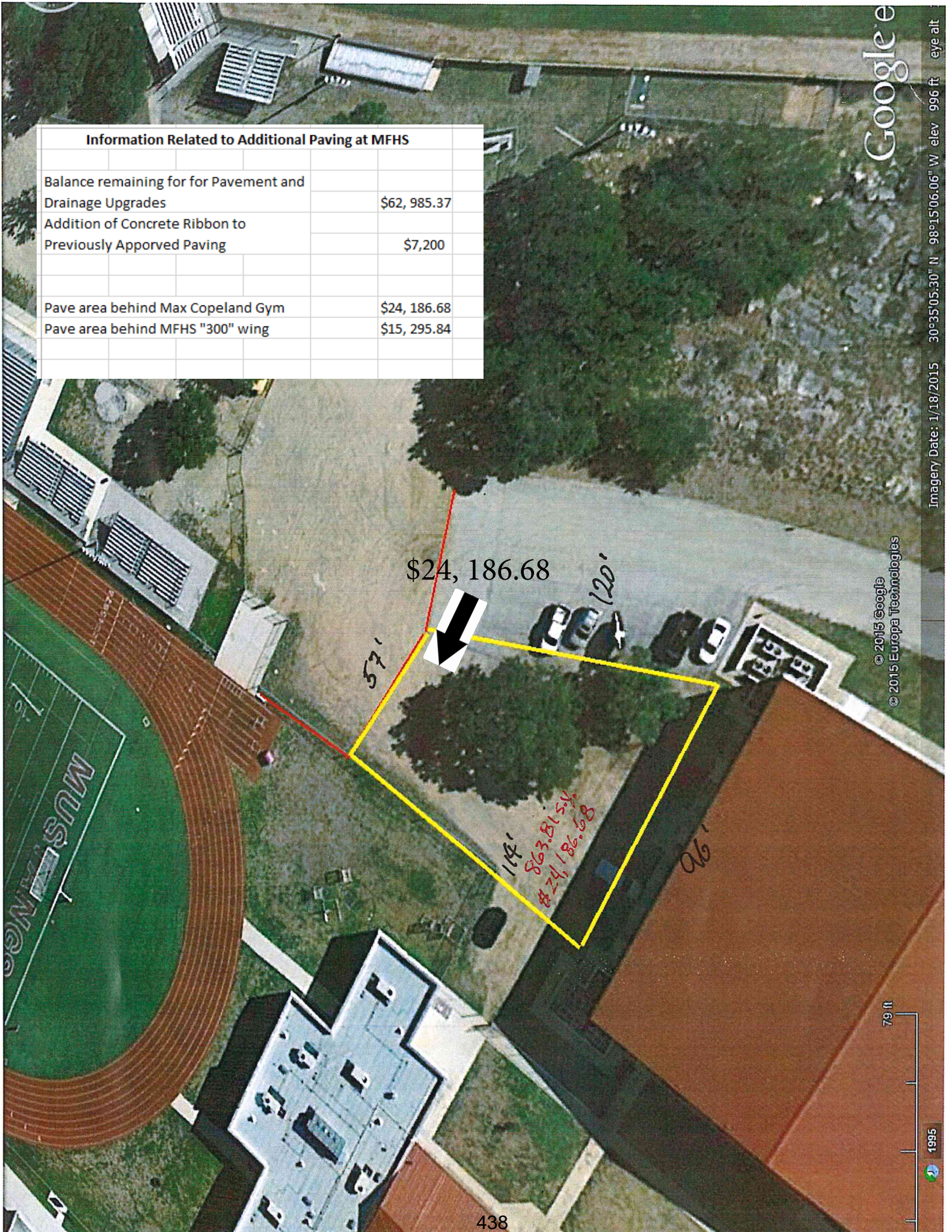


Learners Today...
 Leaders Tomorrow...
Mustangs Forever!

Marble Falls ISD
 Board of Trustees
 Agenda Item Information

Meeting Date:										
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Public Hearing</td> <td style="width: 33%;">Administrative Report</td> </tr> <tr> <td>Open Session</td> <td>Consent Agenda</td> </tr> <tr> <td>Executive Session</td> <td>Regular Agenda</td> </tr> <tr> <td>Recognition</td> <td>Information/Discussion</td> </tr> </table>		Public Hearing	Administrative Report	Open Session	Consent Agenda	Executive Session	Regular Agenda	Recognition	Information/Discussion
Public Hearing	Administrative Report									
Open Session	Consent Agenda									
Executive Session	Regular Agenda									
Recognition	Information/Discussion									
Date Submitted:										
Subject:										
Executive Summary:										
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No								
Superintendent's Recommendation:										
Department Submitting:	Requested By:									
Cabinet Member's Approval:										
Board Approval Required: Yes No										

Information Related to Additional Paving at MFHS	
Balance remaining for for Pavement and Drainage Upgrades	\$62, 985.37
Addition of Concrete Ribbon to Previously Apporved Paving	\$7,200
Pave area behind Max Copeland Gym	\$24, 186.68
Pave area behind MFHS "300" wing	\$15, 295.84



\$24, 186.68

57'

120'

114'

\$63,815.4
\$24,186.68

96'

79 ft

1995



18'

73'

78'

58'

\$15,295.84



546.28 s.f.
\$15,295.84

138'

121'

23'

439



Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:		
Meeting Type: <input type="checkbox"/> Regular Meeting <input type="checkbox"/> Special Meeting/Workshop <input type="checkbox"/> Hearing	Agenda Placement: <input type="checkbox"/> Public Hearing <input type="checkbox"/> Administrative Report <input type="checkbox"/> Open Session <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Executive Session <input type="checkbox"/> Regular Agenda <input type="checkbox"/> Recognition <input type="checkbox"/> Information/Discussion	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: <input type="checkbox"/> Recurring <input type="checkbox"/> One-Time <input type="checkbox"/> No Fiscal Impact	Funding Source: <input type="checkbox"/> General Fund <input type="checkbox"/> Grant Funds <input type="checkbox"/> Other Funds (Specify)	Fiscal Year: Amendment Required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator's Recommendation:		
Department Submitting:	Requested By:	
Cabinet Member's Approval:		
Board Approval Required: <input type="checkbox"/> Yes <input type="checkbox"/> No		

State of Texas §
§
County of Burnet §

KNOW ALL MEN BY THESE PRESENTS:

LEASE AGREEMENT

This Lease Agreement is made and entered into this 18th day of August, 2015, at Marble Falls, Burnet County, Texas, by and between RichCase Corp, INC., a Texas corporation, DBA MARBLE FALLS ATHLETIC CLUB, owner RHONDA COLEMAN, ("LESSOR"), and the MARBLE FALLS INDEPENDENT SCHOOL DISTRICT, a governmental entity, ("LESSEE")

I.

RECITALS

1.01 Lessee desires a year-round facility for its use in teaching students of the district to swim, to improve the skills of student swimmers, and to provide for students' overall physical fitness.

1.02 Lessor owns a recreational fitness facility that contains a swimming pool that will meet Lessee's needs and is willing to provide regular access to that facility for district students in furtherance of Lessee's goals.

II.

LEASED PREMISES

The premises leased under this Lease shall consist of that portion of Lessor's premises generally described as approximately 2,800 square feet located on the southwest corner of the first floor of Lessor's existing building, together with the exclusive use during the hours of student use of the swimming pool, and the non-exclusive use of the male and female restrooms and showers and other amenities such as reception areas, hallways, and parking facilities. The street address of the leased premises is 2312 Highway 281, Marble Falls, Texas 78654.

III.

TERM OF LEASE AND RENT

3.01 This lease is for the term of (9) months commencing on the third day of school for the fall semester, being August 26, 2015, and concluding at the end of the 2015-16 school year.

3.02 During the term of this lease, Lessee shall have the right of use of the swimming facilities as defined and limited above for four hours each school day. Lessee shall provide Lessor written notice not less than 30 days prior to the beginning of each school semester of the hours that the swimming pool and facilities will be needed during regular school hours.

3.03 Lessee shall pay Lessor rent in the amount of \$900 per month no later than the 1st day of each month during the term of this Lease.

IV.

MAINTENANCE AND REPAIR

4.01 The swimming pool shall be maintained in a sanitary condition and must meet or exceed state requirements for a public swimming pool as set out in Section 341.064, Texas Health and Safety Code, as same may be amended from time to time, as well as complying with all safety regulations adopted by the State or as may be required by local ordinance. Lessor's failure to correct Lessee's safety concerns shall constitute a substantial and material breach of this agreement entitling Lessee to cancel it and receive a rebate of rent for the remainder of the specific given single month. Should such safety concern be caused by mechanical breakdown, Lessor shall be provided a reasonable opportunity for repair before terminating the lease. Non-safety concerns of Lessee are governed by Paragraph 4.03 herein.

4.02 Lessor shall maintain the leased premises and shall make all necessary repairs except those occasioned by Lessee's negligent use of the leased premises. More particularly, Lessor shall repair and maintain the leased premises so that the premises will have:

(1) Effective water proofing and weather protection of the contents of the leased premises by water-tight roof, exterior walls, windows, and doors;

- (2) Normal plumbing and swimming pool plumbing facilities that conform to applicable law, maintained in good working order;
- (3) Water supply approved under applicable law that is under the control of Lessor, capable of producing hot and cold running water, furnished to Lessee and connected to a sewage disposal system conforming to applicable law;
- (4) Heating and air conditioning facilities that conform to applicable law and are maintained in good working order;
- (5) Electrical lighting, with wiring and electrical equipment that conform to applicable law, maintained in good working order;
- (6) Building grounds, swimming pool, and appurtenances in every part clean, sanitary, and free from all accumulation of debris, and all areas under control of Lessor kept and every part clean, sanitary, and free from all accumulation of debris;
- (7) An adequate number of appropriate receptacles for garbage and rubbish, in clean condition and good repair;
- (8) Floors, stairways, and railings maintained in good repair.

4.03 However, no duty on the part of Lessor shall arise with respect to maintenance or repair under Section 4.02 of this lease if Lessee is in violation of any one or more of the following affirmative obligations:

- (1) To keep the leased premises as clean and sanitary as the condition of the premises permits;
- (2) To dispose from the leased premises all debris and garbage in a clean and sanitary manner;
- (3) To properly use and operate all electrical, gas, and plumbing fixtures (regular and swimming pool) and keep them as clean and sanitary as their condition permits;
- (4) Not to permit any person on the premises, with Lessee's permission, to willfully or wantonly destroy, damage, or remove any part of the leased premises or the facilities, equipment or appurtenances.
- (5) Lessee shall repair and /or replace any equipment and/or leasehold

improvement damaged by lessee's students and /or instructors. This repair must be completed within 2 weeks period of time. If 30 days pass before completion, Lessor will have the right to make all necessary repairs, at lessee's expense to be paid immediately on receipt of bill.

V.

TOWELS AND UTILITIES

5.01 During the term of this lease, Lessor shall not be responsible for washing or drying such towels or bathing suits unless an independent agreement is entered into, satisfactory to Lessor, to provide such service.

5.02 Lessor shall furnish Lessee at Lessor's expense all utilities to the leased premises, including water, electricity, garbage service and other public utilities.

VI.

INSURANCE AND DESTRUCTION OF PREMISES

6.01 Lessor shall maintain liability covering the leased premises during the term of this lease.

VII.

SUPERVISION OF LESSEE'S STUDENTS

7.01 Lessee shall provide staff trained in the lifesaving/swimming technique to supervise Lessee's students and Lessee's volunteer instructors at all times that Lessee is using the premises. Lessor shall not be held liable due to the injury or death of a student as a result of misconduct or improper supervision or improper lifesaving or improper swimming techniques on the part of the student or the supervisor. Lessor requires a signed waiver from each student's parent withholding the Lessors and /or RichCase Corp, Inc. and Fit For Life, Inc., liable for any of the above mentioned. MFISD and instructors are responsible in determining whether the pool is safe for the MFISD children to enter the facility and/or pool at any given time.

VIII.

MISCELLANEOUS

8.01 All notices required under this lease must be given by certified or registered mail, addressed to the proper party at the following addresses:

Lessor: 2312 Highway 281, Marble Falls, Texas 78654

Lessee: 1800 Colt Circle, Marble Falls, Texas 78654

8.02 Any party may change the address to which notices are to be sent by giving the other party notice of the new address in the manner provided in this section.

8.03 This agreement shall be binding upon and inure to the benefit of, the parties to this lease and their respective heirs, executors, administrators, legal representatives, successors, and assigns when permitted by this agreement.

8.04 This agreement shall be construed under, and in accordance with, the laws of the State of Texas and all obligations of the parties created by this lease are performable in Burnet County, Texas.

8.05 In case any one or more of the provisions contained in this agreement shall for any reason be held by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect such invalidity, illegality, or unenforceability shall not affect any other provision of the agreement, and this agreement shall be construed as if the invalid, illegal, or unenforceable provision had never been included in this agreement.

8.06 This agreement constitutes the sole and only agreement of the parties to the agreement and supersedes any prior understandings or written or oral agreements between the parties respecting the subject matter of this agreement.

8.07 No amendment, modification, or alteration of the terms of this agreement shall be binding unless it is in writing, dated subsequent to the date of this agreement, and duly executed by the parties to this agreement.

8.08 The rights and remedies provided by this lease agreement are cumulative, and the use of any one right or remedy by any party shall not preclude or waive its right to use any or all other remedies. These rights and remedies are given in addition to any other rights the parties may have by law, statute, ordinance, or

otherwise.

8.09 Neither Lessor nor Lessee shall be required to perform any term, condition, or covenant in this lease so long as performance is delayed or prevented by force majeure, which shall mean acts of God, strikes, lockouts, material or labor restrictions by any governmental authority, civil riots, floods, any other cause not reasonably within the control of the parties and which by the exercise of due diligence the party is unable, wholly or in part, to prevent or overcome.

8.10 As stated in opening paragraph, this agreement is created between RichCase Corp, Inc., and the Marble Falls Independent School District. Each party acknowledges that the landlord, Fermin and Jennifer Ortiz and their corporation, Fit for Life, Inc., will be held harmless regarding any liability under this agreement.

8.11 For the purpose of Lessor's membership which keeps the club viable, Lessee will guarantee an open lane at all times during Lessee's classes.

The undersigned Lessor and Lessee execute this Agreement on the dates set opposite their acknowledgments effective the day and the date first written, at the City of Marble Falls, Burnet County, Texas.

Lessor:

RichCase, Inc.

By _____

Rhonda Coleman , President

ATTEST:

Fermin Ortiz

LESSEE:

MARBLE FALLS

INDEPENDENT SCHOOL

DISTRICT

Rick Edwards, President,
Board of Trustees

STATE OF TEXAS

COUNTY OF BURNET

This instrument was acknowledged before me this ____ day of _____, 2015, by Rhonda Coleman, President of RichCase Corp, Inc., a Texas corporation, in behalf of such corporation.

Notary Public, State of Texas

(SEAL)

(print)

My Commission Expires: _____

STATE OF TEXAS

COUNTY OF BURNET

STATE OF TEXAS

COUNTY OF BURNET

This instrument was acknowledged before me this ____ day of _____, 2015, by Rick Edwards, President of the Board of Trustees for Marble Falls Independent School District, a governmental entity, in behalf of said entity.

Notary Public, State of Texas

(SEAL)

(print)

My Commission Expires: _____



Learners Today...
 Leaders Tomorrow...
Mustangs Forever!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date: **8-17-15**

Meeting Type:

- Regular Meeting
- Special Meeting/Workshop
- Hearing

Agenda Placement:

- Public Hearing
- Open Session
- Executive Session
- Recognition
- Administrative Report
- Consent Agenda
- Regular Agenda
- Information/Discussion

Date Submitted:

Subject: **Accountability Ratings & AP Scores**

Executive Summary:

Presentation of the district's accountability ratings, distinctions and AP scores via power point. All supporting materials have been submitted.

Fiscal Impact:

Cost:

- Recurring
- One-Time
- No Fiscal Impact

Funding Source:

- General Fund
- Grant Funds
- Other Funds (Specify)

Fiscal Year:

Amendment Required?

- Yes
- No

Administrator's Recommendation:

Information only

Department Submitting:

C & I

Requested By:

Leslie Baty

Cabinet Member's Approval:

Board Approval Required: Yes No

TEXAS EDUCATION AGENCY
DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY
DIVISION OF PERFORMANCE REPORTING
PRELIMINARY 2015 ACCOUNTABILITY RATINGS AS OF August 7, 2015

MARBLE FALLS ISD

District/Campus Name	District/ Campus Number	2015 Accountability Rating	Indexes*				Distinctions						Num Met of Num Eval	
			1	2	3	4	Read/ ELA	Math	Science	Social Studies	Student Progress	Gap		Post Secondary
MARBLE FALLS ISD	027904	Met Standard	Y	Y	Y	Y							○	0 of 1
MARBLE FALLS H S	001	Met Standard	Y	Y	Y	Y	○	○	●	●	●	●	●	5 of 7
FALLS CAREER H S	002	Met Alternative Std	Y	Y	Y									0 of 0
MARBLE FALLS MIDDLE	041	Met Standard	Y	Y	Y	Y	●	○	●	○	○	○	○	2 of 7
MARBLE FALLS EL	101	Met Standard	Y	Y	Y	Y	○		●		○	○	●	2 of 5
COLT EL	102	Met Standard	Y	Y	Y	Y	○		●		○	○	●	2 of 5
HIGHLAND LAKES EL	103	Met Standard	Y	Y	Y	Y	●		●		●	●	●	5 of 5
SPICEWOOD EL	104	Met Standard	Y	Y	Y	Y	○		○		○	○	●	1 of 5

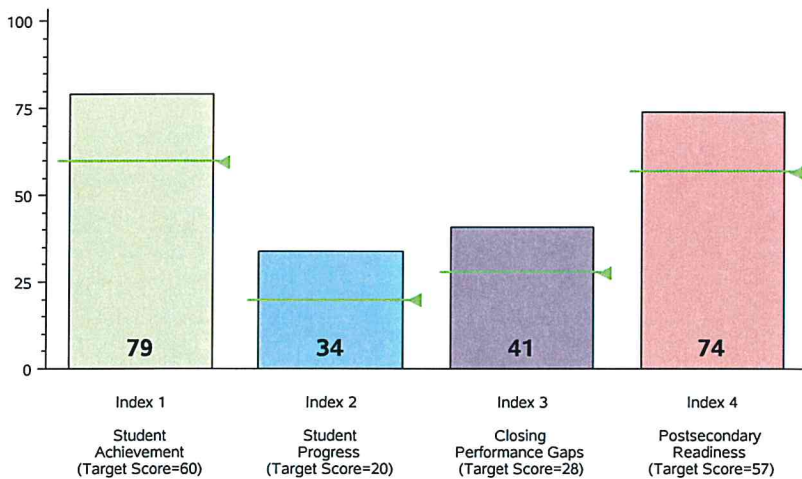
Campus Total = 7

TEXAS EDUCATION AGENCY 2015 Accountability Summary MARBLE FALLS ISD (027904)

Accountability Rating Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
<p>In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</p>	

Performance Index Report



Distinction Designation

<p>Postsecondary Readiness</p> <p>Percent of Eligible Measures in Top Quartile 9 out of 14 = 64%</p> <p>NO DISTINCTION EARNED</p>

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,215	4,092	79
2 - Student Progress	407	1,200	34
3 - Closing Performance Gaps	900	2,200	41
4 - Postsecondary Readiness			
STAAR Score	9.5		
Graduation Rate Score	23.8		
Graduation Plan Score	19.6		
Postsecondary Component Score	20.7		74

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	23 out of 30 = 77%
Participation Rates	12 out of 12 = 100%
Graduation Rates	5 out of 5 = 100%
Total	40 out of 47 = 85%

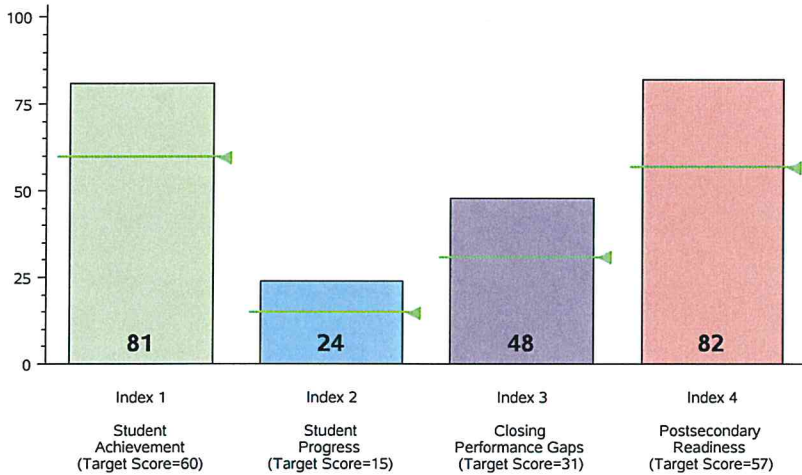
TEXAS EDUCATION AGENCY
2015 Accountability Summary
 MARBLE FALLS H S (027904001) - MARBLE FALLS ISD

Accountability Rating

Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	882	1,084	81
2 - Student Progress	190	800	24
3 - Closing Performance Gaps	767	1,600	48
4 - Postsecondary Readiness			
STAAR Score	14.1		
Graduation Rate Score	24.4		
Graduation Plan Score	20.3		
Postsecondary Component Score	22.7		82

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	1,165 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	52.7
Percent English Language Learners	3.0
Mobility Rate	11.9

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	16 out of 18 = 89%
Participation Rates	10 out of 10 = 100%
Graduation Rates	5 out of 5 = 100%
Total	31 out of 33 = 94%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 FALLS CAREER H S (027904002) - MARBLE FALLS ISD

Accountability Rating

Met Alternative Standard

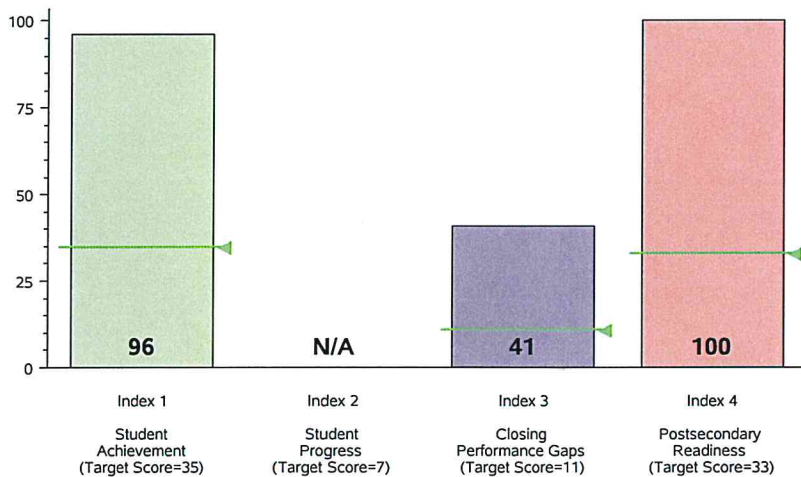
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in Reading/ELA
NOT ELIGIBLE
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
NOT ELIGIBLE
Postsecondary Readiness
NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	24	25	96
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	163	400	41
4 - Postsecondary Readiness			
STAAR Score	11.3		
Graduation Rate Score	64.6		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		100*

* Includes bonus points that may have been added to the Index 4 Score.

Campus Demographics

Campus Type	High School
Campus Size	44 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	72.7
Percent English Language Learners	0.0
Mobility Rate	77.8

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	2 out of 2 = 100%
Participation Rates	2 out of 2 = 100%
Graduation Rates	0 out of 1 = 0%
Total	4 out of 5 = 80%

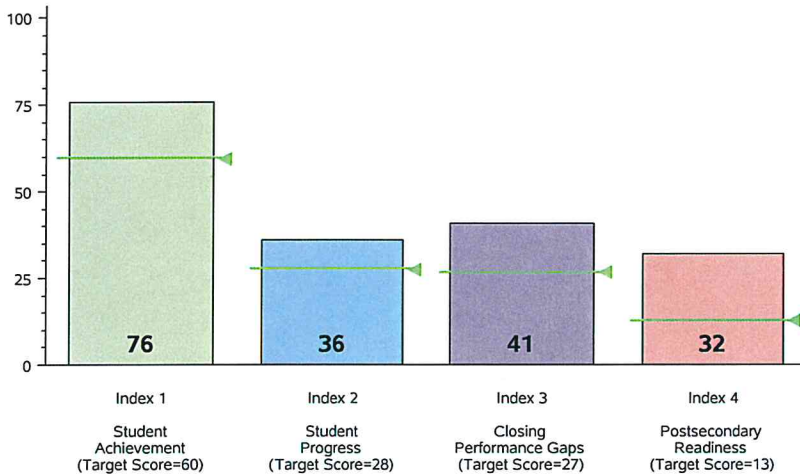
TEXAS EDUCATION AGENCY
2015 Accountability Summary
MARBLE FALLS MIDDLE (027904041) - MARBLE FALLS ISD

Accountability Rating

Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
<p>In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</p>	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,266	1,662	76
2 - Student Progress	361	1,000	36
3 - Closing Performance Gaps	733	1,800	41
4 - Postsecondary Readiness			
STAAR Score	31.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		32

Distinction Designation



Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	888 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	59.6
Percent English Language Learners	11.3
Mobility Rate	11.2

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	15 out of 23 = 65%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	23 out of 31 = 74%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 MARBLE FALLS EL (027904101) - MARBLE FALLS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

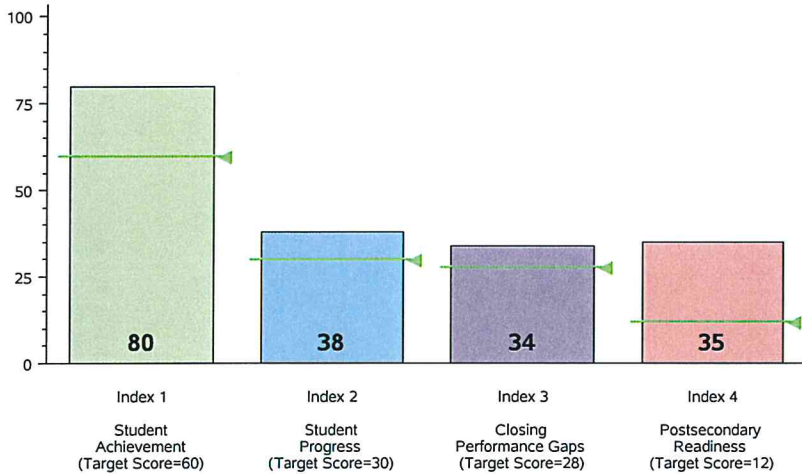
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	310	387	80
2 - Student Progress	225	600	38
3 - Closing Performance Gaps	340	1,000	34
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score			35

Campus Demographics

Campus Type	Elementary
Campus Size	572 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	57.5
Percent English Language Learners	3.0
Mobility Rate	17.7

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 10 = 80%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	12 out of 14 = 86%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 COLT EL (027904102) - MARBLE FALLS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

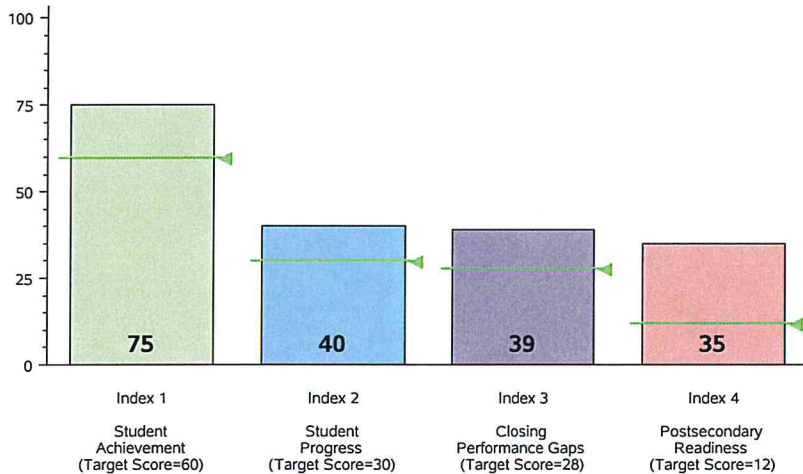
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	269	359	75
2 - Student Progress	322	800	40
3 - Closing Performance Gaps	389	1,000	39
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		35

Campus Demographics

Campus Type	Elementary
Campus Size	578 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.4
Percent English Language Learners	21.1
Mobility Rate	16.6

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	11 out of 12 = 92%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	16 out of 17 = 94%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 HIGHLAND LAKES EL (027904103) - MARBLE FALLS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

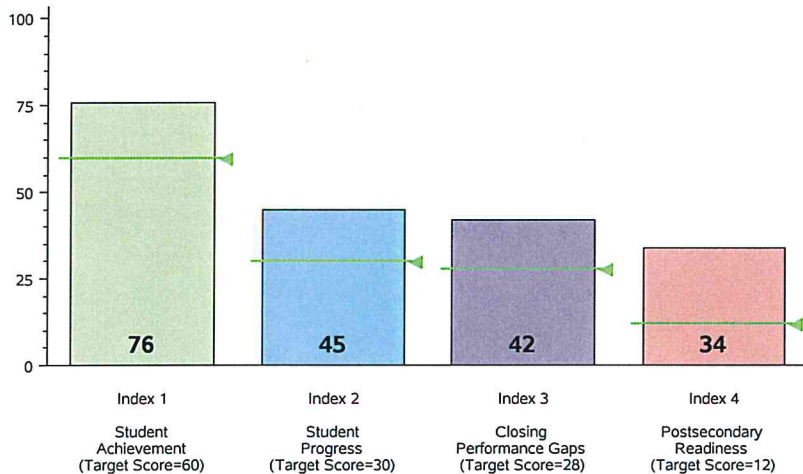
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	308	404	76
2 - Student Progress	362	800	45
3 - Closing Performance Gaps	508	1,200	42
4 - Postsecondary Readiness			
STAAR Score	34.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		34

Campus Demographics

Campus Type	Elementary
Campus Size	586 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	75.6
Percent English Language Learners	39.8
Mobility Rate	15.9

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	11 out of 11 = 100%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	16 out of 16 = 100%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 SPICEWOOD EL (027904104) - MARBLE FALLS ISD

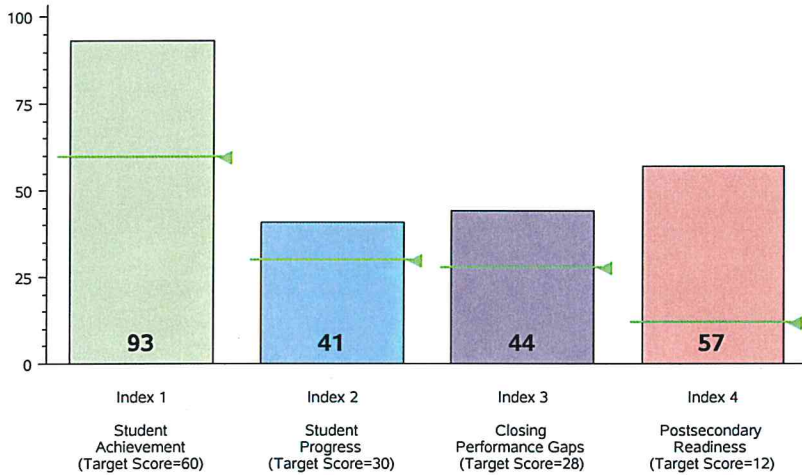
Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	147	158	93
2 - Student Progress	164	400	41
3 - Closing Performance Gaps	266	600	44
4 - Postsecondary Readiness			
STAAR Score	57.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		57

Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	221 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	45.2
Percent English Language Learners	7.2
Mobility Rate	10.6

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	6 out of 6 = 100%
Participation Rates	3 out of 3 = 100%
Graduation Rates	N/A
Total	9 out of 9 = 100%

2015 MFISD Distinction Designation Summary						
Indicator	MFHS	MFMS	CES	HLES	MFES	SWES
Attendance Rate	Q2	Q3	Q3	Q2	Q2	Q2
Expected Progress ELA	Q1	Q1	Q2	Q2	Q3	Q4
Expected Progress Math	Q2	Q2				
Grade 3 Reading Performance			Q2	Q3	Q2	Q1
Grade 4 Reading Performance			Q3	Q1	Q3	Q2
Grade 4 Writing Performance			Q2	Q1	Q3	Q1
Grade 5 Reading Performance			Q2	Q1	Q1	Q2
Grade 5 Science Performance			Q1	Q1	Q1	Q3
Grade 6 Reading Performance		Q3				
Grade 7 Reading Performance		Q1				
Grade 7 Writing Performance		Q1				
Grade 8 Reading Performance		Q1				
Grade 8 Science Performance		Q1				
Grade 8 Social Studies Performance		Q2				
Alg I 8th Grade Participation		Q2				
Alg I 8th Grade Performance		Q2				
EOC Alg I Performance	Q2					
EOC English I Performance	Q3					
EOC English II Performance	Q4					
EOC Biology Performance	Q1					
EOC US History Performance	Q1					
AP Participation ELA	Q2					
AP Participation Math	Q2					
AP Participation Science	Q2					
AP Participation Social Studies	Q2					
AP Performance ELA	Q1					
AP Performance Math	Q2					
AP Performance Science	Q1					
AP Performance Social Studies	Q1					
AP Performance Any Subject	Q1					
SAT/ACT Participation	Q2					
SAT/ACT Performance	Q1					
SAT Performance ELA	Q2					
SAT Performance Math	Q2					
ACT Performance ELA	Q2					
ACT Performance Math	Q2					
ACT Performance Science	Q1					
CTE- Coherent Sequence Graduates	Q1					
Index 4 Post Secondary Readiness	Q1	Q3	Q1	Q1	Q1	Q1
4 Yr Longitudinal Graduation Rate	Q1					
4 Yr Longitudinal RHSP/DAP Rate	Q3					
College Ready Graduates	Q2					
Advanced/DC Course Completion- ELA	Q2					
Advanced/DC Course Completion- Math	Q4					
Advanced/DC Course Completion-Science	Q3					
Advanced/DC Course Completion- Social Studies	Q1					
Advanced/DC Course Completion- Any Subject	Q3					
Top 25% in Student Progress (out of 40)	11	19	26	10	33	25
Top 25% in Closing Performance Gap (out of 40)	2	22	18	8	32	15
Academic Achievement in Reading/ELA		Y		Y		
Academic Achievement in Math			NA	NA	NA	NA
Academic Achievement in Science	Y	Y	Y	Y	Y	
Academic Achievement in Social Studies	Y		NA	NA	NA	NA
Top 25 % Student Progress	Y			Y		
Top 25 % Closing Performance Gap	Y			Y		
Postsecondary Readiness	Y		Y	Y	Y	Y

MARBLE FALLS ISD

State Accountability and Advanced Academics Report

2014 - 2015

2014-15 STAAR Summary

STAAR		
	DIST	STATE
ALG I	87	81
Biology	96	92
ENG I	64	63
ENG II	NA	66
US HIST	95	91
6 Reading	73	76
7 Reading	80	75
7 Writing	72	72
8 Reading*	88	87
8 Social St	60	64
8 Science	76	70
	DIST	STATE
3 Reading	76	77
4 Reading	78	74
4 Wrting	72	70
5 Reading*	86	86
5 Science	79	72
*Includes 3rd Administration		

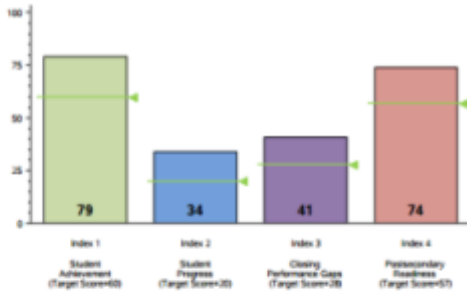
TEXAS EDUCATION AGENCY
2015 Accountability Summary
MARBLE FALLS ISD (027904)

Campus/District

Accountability Rating	
Met Standard	
Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
<small>In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</small>	

Rating

Performance Index Report



Distinction Designation

Distinctions

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 9 out of 14 = 64%
NO DISTINCTION EARNED

Performance Index

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,215	4,092	79
2 - Student Progress	407	1,200	34
3 - Closing Performance Gaps	900	2,200	41
4 - Postsecondary Readiness			
STAAR Score	9.5		
Graduation Rate Score	23.8		
Graduation Plan Score	19.6		
Postsecondary Component Score	20.7		74

State System Safeguards

Safeguards

Number and Percent of Indicators Met	
Performance Rates	23 out of 30 = 77%
Participation Rates	12 out of 12 = 100%
Graduation Rates	5 out of 5 = 100%
Total	40 out of 47 = 85%

MFISD Distinctions Elementary Schools

- ▣ **Colt...**
 - **Academic Achievement in Science**
 - **Postsecondary Readiness**
- ▣ **Highland Lakes Elem...**
 - **Academic Achievement in Reading**
 - **Academic Achievement in Science**
 - **Top 25% Student Progress**
 - **Top 25% Closing Performance Gaps**
 - **Postsecondary Readiness**

MFISD Distinctions Elementary Schools

- ▣ Marble Falls Elem...
 - Academic Achievement in Science
 - Postsecondary Readiness
- ▣ Spicewood Elem...
 - Postsecondary Readiness

MFISD Distinctions Middle School

- ▣ Marble Falls Middle School
 - Academic Achievement in Reading
 - Academic Achievement in Science

MFISD Distinctions High Schools

- ▣ Falls Career HS
 - N/A
- ▣ Marble Falls HS
 - Academic Achievement in Science
 - Academic Achievement in Social Studies
 - Top 25 % Student Progress
 - Top 25% Closing Performance Gap
 - Postsecondary Readiness

District Summary

TEXAS EDUCATION AGENCY
 DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY
 DIVISION OF PERFORMANCE REPORTING
 PRELIMINARY 2015 ACCOUNTABILITY RATINGS AS OF August 7, 2015

MARBLE FALLS ISD

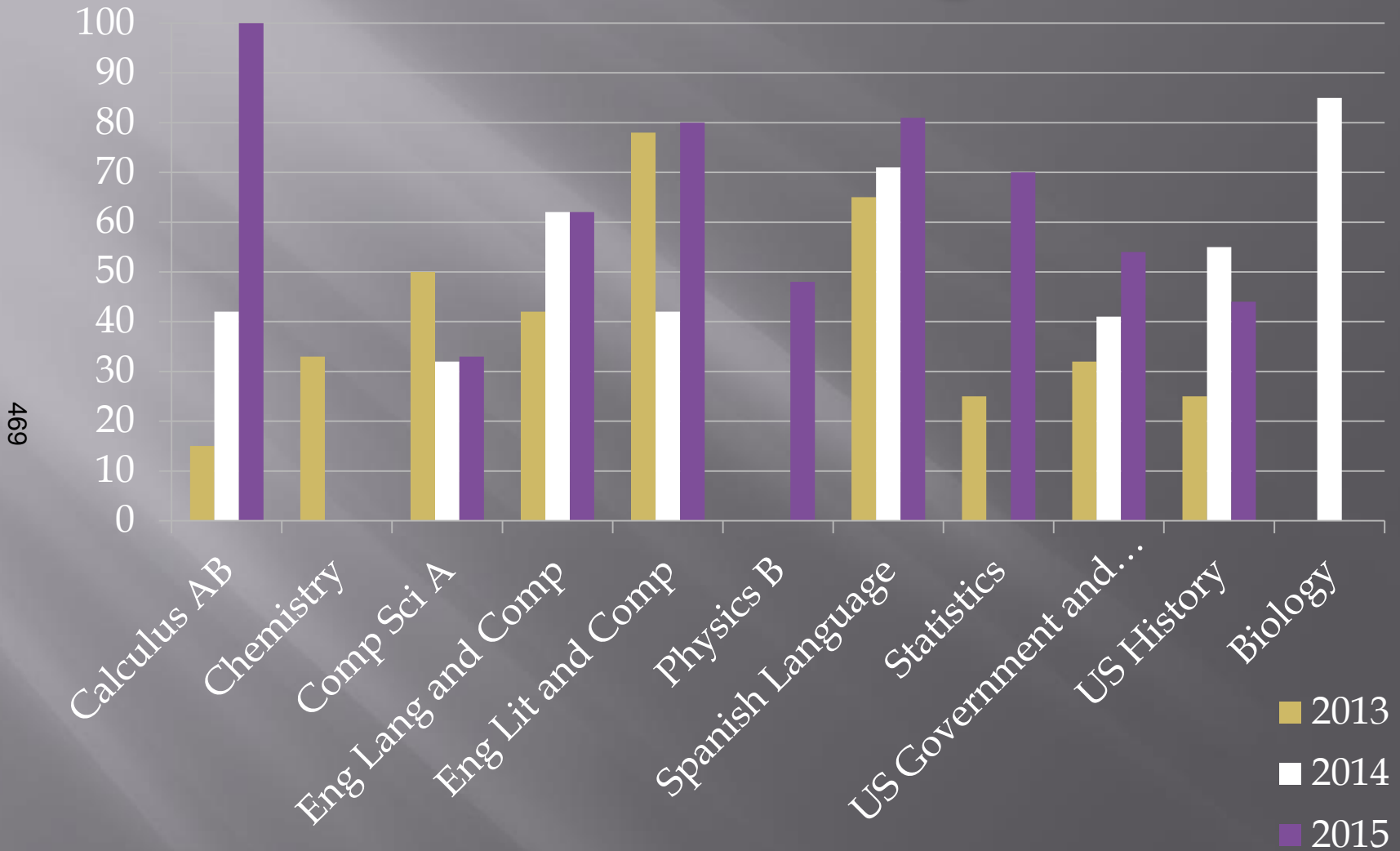
Distinctions

District/Campus Name	District/ Campus Number	2015 Accountability Rating	Indexes*				Distinctions					Num Met of Num Eval	
			1	2	3	4	Read/ ELA	Math	Science	Social Studies	Student Progress		Post Gap
MARBLE FALLS ISD	027904	Met Standard	Y	Y	Y	Y						o	0 of 1
MARBLE FALLS H S	001	Met Standard	Y	Y	Y	Y	o	o	•	•	•	•	5 of 7
FALLS CAREER H S	002	Met Alternative Std	Y		Y	Y							0 of 0
MARBLE FALLS MIDDLE	041	Met Standard	Y	Y	Y	Y	•	o	•	o	o	o	2 of 7
MARBLE FALLS EL	101	Met Standard	Y	Y	Y	Y	o		•	o	o	•	2 of 5
COLT EL	102	Met Standard	Y	Y	Y	Y	o		•	o	o	•	2 of 5
HIGHLAND LAKES EL	103	Met Standard	Y	Y	Y	Y	•		•	•	•	•	5 of 5
SPICEWOOD EL	104	Met Standard	Y	Y	Y	Y	o		o	o	o	•	1 of 5

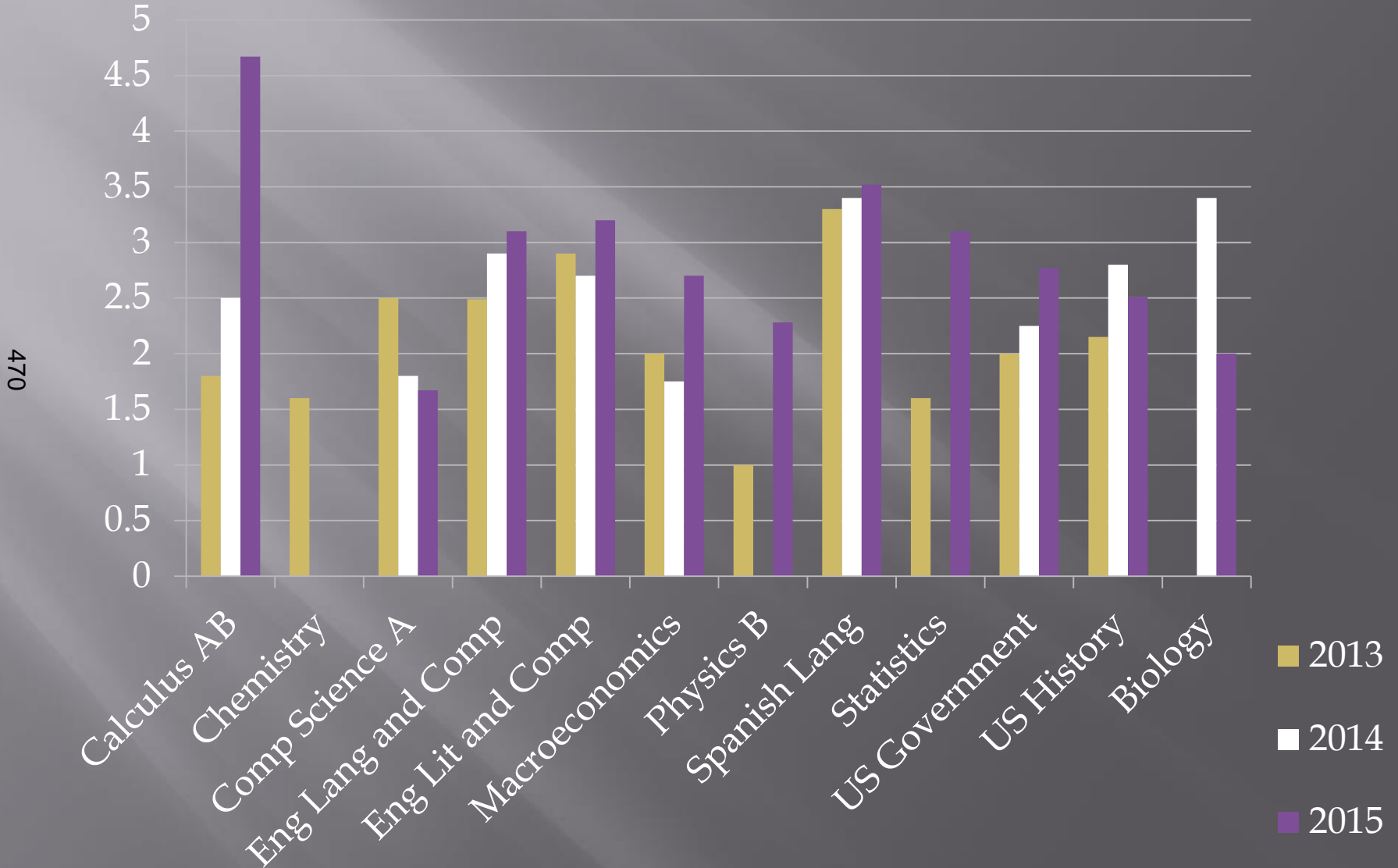
Campus Total = 7

Advanced Academics

% at 3 or Higher



Exam Average



TO: Board of Trustees
Dr. Chris Allen, Superintendent

FROM: Vicki Crouse, Director of Human Resources

DATE: August 17, 2015

RE: PERSONNEL

Recommendations for 2015-2016 school year

ADMINISTRATIVE

Wesley S. Cunningham Asst. Super. Of C & I replacing Eric Penrod

PROFESSIONAL

Marble Falls High School

Kathleen Carter Resource/Incls. Math replacing Amy Kitchens

Marble Falls Middle School

Lauren Mangrum 8th ELA replacing Michelle Dykstra

Marble Falls Elementary

Demi Moore 3rd Math/Science replacing Michael Lehman

FOR YOUR INFORMATION ONLY

INFORMATION ONLY

Employment Agreement

Highland Lakes Elementary

Rita Piotrowski Bil. Speech & Lang. Pathologist replacing Kelley Homeyer

RESIGNATIONS

PROFESSIONAL

Marble Falls Elementary

David Woods PE resigned effective 07.31.15

Transfers in the district:

Marble Falls Elementary

Michael Lehman will move from 3rd grade Math/Science to PE replacing David Woods.

RECOMMENDATION FORM TEACHER AND PROFESSIONAL EMPLOYEES

Name: **Wesley S. Cunningham** Assignment: Asst. Superintendent of C. & I

New position _____ OR replacement for: Eric Penrod

Background information to the board:

Degree held: ED.D. College/University: Texas A & M University

Years of experience: 2 years of similar experience

Is this person fully certified in Texas: yes

Does this person meet NCLB highly qualified for this position: This position does not need to meet highly qualified.

Brief background on candidate:

Mr. Cunningham has a wide range of experience that I feel will be beneficial to his position as Asst. Superintendent of C & I. Some of those experiences include;

-
- Career and Technical Education Center Principal & Director of CTE Curriculum and Instruction - 5 years
 - Area Director for Secondary Instruction - current position - 2 years
 - Assisted with oversight of the construction of a \$50 million CTE school facility
 - Re-wrote k-12 math and science curriculum
 - Oversaw professional development related to a change in pedagogy in support of Frisco's BYOD initiative
 - Directed and led numerous instructional coaches and content coordinator
-

References and their comments:

Name: Dr. Debra Nelson Title: Frisco ISD Deputy Superintendent - retired

-
- "you could not do better"
 - "He is the whole package. He is smart, bright, he will never embarrass you - he is a family man"
 - "he is a real people person and very much a team player"
 - "he is super tech savvy and one of the hardest working young men you will ever meet"
 - "people like and respect him even when he is doing hard things....having difficult conversations and making hard decisions"
 - "he is not a job hopper"

Name: Katy Kordel

Title: Frisco ISD Deputy Superintendent

-
- "I am sick at the thought of having to replace him....he will be a significant loss for us"
 - "he is outstanding and incredible - he can do anything"
 - "he is committed, passionate, a real teammate and collaborator"
 - "he is an expert in C&I and very knowledgeable in other areas with an incredible work ethic"

Name: Dr. Mike Waldrip

Title: Coppell ISD Superintendent

-
- "you will look back and be very sad if you do not hire him"
 - "he is very relational and exceptionally intelligent"
 - "he is solid, great with critical decisions and has a great personality"
 - "he will work his tail off for you....he is very loyal"
 - "the guy is a tech wiz"

Dr. Chris Allen

08.13.15

Central Office Administrator's signature

Date

**RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Kathleen Carter

Grade/Subject area assignments: HS Resource/Inclusion Math

Replacement for: Amy Kitchens

Background information to the board:

Degree held: BS / M.Ed.

College/University: Texas State University / Indiana Wesleyan University

Years of experience: 25 Is this person fully certified in Texas: Yes

Does this person meet NCLB highly qualified for this position: No

How does this person meet highly qualified? Kathleen will need to take the Special Education exam. She has passed the EXCET Elementary Comprehensive exam.

Brief background on candidate: Kathleen who goes by Kat started out in education teaching fifth grade in Liberty, Texas. She then moved to Port Arthur and taught fourth grade for 4 years. She became involved in grant writing when she worked in Port Neches Groves for five years. While teaching in Plano she was a team leader and involved in technology alignment. She moved to Franklin Community Middle School as a teacher for 7th grade and 8th grade pre-algebra and algebra for 11 years. She has also had experience over fifteen years in a variety of industries including telecommunications, utility construction, dentistry, and retail sales.

References and their comments:

Name: Gina Laughlin **Title:** ARD Facilitator Middle School

While substituting at the Middle School in resource math, Kat frequently assisted Gina in completing ARD paperwork. She stated she was very positive and always willing to do whatever it took to complete what was needed.

Name: Brett Koch

Title: MS Principal last year

Mr. Koch observed Kat while she was substituting on his campus. He indicated her skills were excellent and felt she would do an excellent job working with students with disabilities.

Name: Pamela Millikan

Title: Franklin Community MS Principal

She worked with Kat for 11 years. She stated she served as the department chairperson in math. She was a part of the principal's advisory group. She described her as creative, dedicated, and committed to students. She was also collaborative and willing to work with the entire staff.

Susan Maughan, Ed. D.

8-5-15

Administrator's signature
Executive Director of Special Services

Date


Central Office Administrator's signature

8-10-15
Date

RECOMMENDATION FORM TEACHER AND PROFESSIONAL EMPLOYEES

Name: **Lauren Mangrum** Grade/Subject area assignments: 8th grade ELA

Replacement for: Michelle Dykstra

Background information to the board:

Degree held: BA English College/University: University of North Texas

Years of experience: 0 Is this person fully certified in Texas: Lauren in going through the Texas Teachers program.

Does this person meet NCLB highly qualified for this position: Yes

How does this person meet highly qualified? Passed the TeXes exam for English Language Arts 7-12.

Brief background on candidate: Alt. cert.; substituted through Leander ISD

References and their comments:

Name: Caitlyn Johnson Title: Nothing Bundt Cake Store Manager
Lauren is: very reliable, never late, never sick; attentive to detail; gets all work done on time; puts in extra time to make things right; very concise, good communicator.

Name: Selene Cuevas Title: Customer Service Manager
Lauren is: dependable, all-around asset; patient; follows policy and rules very well; understands confidentiality; manages time well; good customer service skills, keeps cool under pressure.

Name: Gabriel Carriazales Title: KPI Analytics Manager
Lauren is: great employee; very punctual; able to improvise; calm, patient; takes constructive criticism well; coachable; good communicator, able to relate well and de-escalate as well.

Roger Barr

8-11-15

Principal/Administrator's signature

Date



8-13-15

Central Office Administrator's signature

Date

RECOMMENDATION FORM TEACHER AND PROFESSIONAL EMPLOYEES

Name: **Demi Moore** Grade/Subject area assignments: 3rd Math/Science

Replacement for: Michael Lehman

Background information to the board:

Degree held: BA College/University: Texas State University

Years of experience: 0 Is this person fully certified in Texas: Yes

Does this person meet NCLB highly qualified for this position: Yes

How does this person meet highly qualified? Demi has passed the TEXES English as a Second Language Generalist EC-6 exam.

Brief background on candidate:

Ms. Moore is a passionate young educator ready to make a difference in the lives of the students in MFISD. She graduated from Marble Falls High School and is ready to give back to the next generation of Mustangs!

References and their comments:

Name: Roy Cave Title: Student Teaching Supervisor

Ms. Moore is a levelheaded young teacher who is always positive. She creates a positive learning environment for students and puts students first. She has worked well with her mentor teacher and has had extensive experience in small group instruction. Classroom management and relationship building are strengths of hers.

Name: Christy Steubing Title: Mentor Teacher

Demi was always very prepared. She did not need much feedback but always accepted any very graciously. She gave great ideas, was pleasant, and always prompt. She had great rapport with the students and teachers.

Michael Haley

8/6/15

Principal/Administrator's signature

Date



8-10-15

Central Office Administrator's signature

Date

**RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: **Rita Piotrowski**

Grade/Subject area assignment: **Bilingual Speech and Language Pathologist**

Coaching or other assignments: **N/A**

New position ___ OR replacement for: **Kelley Homeyer**

Background information to the board:

Degree held: **B.S.** College/University: **University of Texas El Paso**

Major: **Speech, Hearing, and Language Disorder**

M.A. University of Colorado

Communication Disorders –Speech and Language Pathology

Is this person fully certified in Texas? (yes or no):

Does this person meet NCLB highly qualified for this position? (yes or no)

How does this person meet highly qualified? **She meets requirements for this position in Texas.**

Brief background on candidate: Rita started working as a bilingual speech-language pathologist in various school districts in El Paso from 1981-1987. She worked as a bilingual 1st grade teacher in San Diego, CA for 4 years. She moved to Colorado and provided speech therapy services in a preschool and elementary setting for 11 years. She provided services for bilingual and monolingual children for Pre K-8th and the transition program since 2007. She has certificates in Texas for Elementary Self-contained and Speech and Language Therapy.

References:

Name: **Jenni Mattox**

Position: **Speech and Language Therapist**

Jenni worked with Rita in Lake Travis ISD. She is one of the best SLPs I've had the privilege to work with, bilingual or otherwise. Rita is dedicated to her students and their overall education, always going above and beyond helping in all areas of their life. She is always prepared and very thorough with her assessments, IEPs, and therapy. Rita works well with all staff making sure to keep the students' needs at the forefront. Marble Falls would be privileged to have her as part of the district.

Name: **Laura Perouka**

Position: **Adaptive Behavior Therapist**

She was great when she had a chance to work with her years ago in Lake Travis!

Susan Maughan, Ed.D.

8-7-15

Administrator's signature
Executive Director of Special Services

Date



8/10/15

Central Office Administrator's signature

Date

July 31, 2015

Dear Mr. Haley,

This letter is to inform you that I am resigning my position as the K-5 P.E. teacher at Marble Falls Elementary. Thank you for your help and support this past school year. I appreciated your understanding when I applied for six middle and high school transfers.

Although the transfers did not happen, I know you understand my desire to teach and coach upper level students. I am confident that you will find someone more suited for the K-5 P.E. position.

Sincerely,

David Woods

David A. Woods

*Accepted 8/12
Chris Allen*

*Accepted
W. J. [Signature]
8-13-15*

*Rec'd ME
8-3-15*

**RECOMMENDATION TRANSFER FORM
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Michael Lehman

Grade/Subject area assignments: PE

Replacement for: David Woods

Background information to the board:

Degree held: BS

College/University: SWT

Years of experience: 16

Is this person fully certified in Texas: Yes

Does this person meet NCLB highly qualified for this position: Yes

How does this person meet highly qualified? Michael has passed the EXECT Elementary Comprehensive exam.

Brief background on candidate: Michael Lehman has been a dedicated teacher for MFISD for 16 years. He has a passion for kids and wants them to feel cared for and successful. When he began his career his interest in sports and desire to teach kids lead him down a path towards becoming a coach. This is a great opportunity on our campus for him to combine his love of kids and dedication to our campus with our need in the area of physical education.

Michael Haley

8/6/2015

Principal/Administrator's signature

Date



8-13-15

Central Office Administrator's signature

Date