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PREFACE

To Students and Parents:

Welcome to school year 2019–2020! 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 Medina Valley High School Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

**Section II**—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Medina Valley 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 [http://www.mvisd.com](http://www.mvisd.com) and is available in hard copy upon request.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact your assigned administrator.

Also, please complete the following required online forms in Skyward Family Access ([https://skyward10.iscorp.com/scripts/wsisa.dll/WService=wsedumedinavalleytx/seplog01.w](https://skyward10.iscorp.com/scripts/wsisa.dll/WService=wsedumedinavalleytx/seplog01.w)) **within the first week of school**:

- Receipt of Student Handbook and Student Code of Conduct
- Student Directory Information Form
- Release of Information to Military Recruiters and Institutions of Higher Learning
- Consent Forms
- Registration and Emergency Form
- Network Acceptable Use Policy: Parent / Student Agreement

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office [or online at [http://www.mvisd.com/](http://www.mvisd.com/)].

Sincerely,

Mr. Tanner Lange

MVHS Principal
Medina Valley High School Campus Information

MVISD Board of Trustees:  Ms. Shannon Beasley, President
Mrs. Beth Zinsmeyer, Vice President
Mrs. Jennilea Campbell, Secretary
Mr. Darren Calvert
Mr. Mario De Leon
Mr. Terry Groff
Mr. Bruce Haby

Superintendent of Schools: Dr. Kenneth Rohrbach

MVHS Administration:  Mr. Tanner Lange, Principal
John Slaton, Vice Principal
Amanda Monteiro, Vice Principal
Kathryn Nevarez, Vice Principal
Vangela Churchill, Vice Principal

MVHS Counselors:  Rebecca McHazlett, Lead Counselor, Anneke Tschirhart
Denise Lozano  Marla Chessher
- MVHS Nurse: Tina Schmelzer, Rhonda Brast
- MVHS Contact information:  8365 FM 471 South
  Castroville, TX 78009
  (830) 931-2243
  www.mvisd.com

MISSION STATEMENT

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Medina Valley High School Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child’s education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. 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.
- Ensure that your child completes all homework assignments and special projects. Be sure your child 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.
- Discuss with the counselor or campus administrator any questions you may have about the options and opportunities available to your child. If your child is entering ninth grade, review the requirements of the graduation programs with your child.
- Monitor your child’s academic progress and contact teachers as needed. [See Academic Counseling p. 27].
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or campus administrator, please call the school office at 830-931-2243 ext. 1117 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.
- Becoming a school volunteer. For further information, see policy GKG and contact Mr. Tanner Lange, Principal.
- 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 Mr. Tanner Lange, Principal.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health and character education instruction. You may contact Tina Schmelzer at 830-931-2243 ext. 1217 for more information. [See policies BDF and EHAA].
- Attending Board meetings to learn more about District operations. [See policies BE and BED for more information.]

Parent and Family Involvement Contacts

The Parent & Family Involvement contacts, who work with parents of students participating in Title I programs are Federal Programs Director Gabriel Cary and Family Involvement Specialist Christine Orozco. They may be contacted at 830-931-2243 ext. 1186.
PARENTAL RIGHTS

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

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

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

“Opting Out” of Surveys and Activities
As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

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

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

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

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

You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

Reviewing Instructional Materials

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

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

Displaying a Student’s Artwork and Projects

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 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.

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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

Granting Permission to Video or Audio Record a Student

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

- When it is to be used for school safety;
• When it relates to classroom instruction or a co-curricular or extracurricular activity; or
• When it relates to media coverage of the school.

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

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

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

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

• Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
• Devote more attention to abstinence from sexual activity than to any other behavior;
• Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
• Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
• If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the UTHSC’s **Worth the Wait Program**. It is an abstinence based program. It is offered during health in 6-12th grade. If you wish to review the curriculum, please contact the school nurse at your child’s campus.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this 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 your assigned administrator for additional information.

**Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**
As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

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

**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.]

**Requesting Limited or No Contact with a Student through Electronic Media**

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

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, please submit a written request to your assigned administrator for additional information.

**Requesting Notices of Certain Student Misconduct**

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

**School Safety Transfers**

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 superintendent or designee for information. [See policy FDB.]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance. [See Bullying on page 31, policy FDB and FFI.]
• Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]

• Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

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

**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 before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

**Students in the Conservatorship of the State (Foster Care)**
A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship 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.

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

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

[See also Credit by Examination for Advancement/Acceleration on page 40, Course Credit on page 39, and Students in Foster Care on page 76 for more information.]
Students Who Are Homeless

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

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

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

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

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

[See also Credit by Examination for Advancement/Acceleration on page 40, Course Credit on page 39, and Homeless Students on page 60 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Mrs. Stephanie Keller-Perkins, Director of Special Education at 830-931-2243 ext. 1180.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district’s Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Mrs. Stephanie Keller-Perkins, Director of Special Education at 830-931-2243 ext. 1180.

[See also Students with Physical or Mental Impairments Protected under Section 504 on page 21.]

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies
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 with Physical or Mental Impairments Protected Under Section 504

A student 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 student 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. [See policy FB.]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 19 for more information.]

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Mrs. Stephanie Keller-Perkins, Director of Special Education at 830-931-2243 ext. 1180.

Parents of Students who speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than 5 excused absences per year for this purpose.

Additional information may be found at http://www.tea.state.tx.us/index2.aspx?id=7995.

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 student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Directory Information on page 24, 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 reaches the age of 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 Directory Information on page 24 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 is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who 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:

Medina Valley ISD
8449 F.M. 471 South
Castroville, TX, 78009.

The address of the principal’s office is:

Medina Valley High School
8365 FM 471 South
Castroville, Texas 78009.

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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.mvisd.com.
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.

**Transcript Requests**
MVISD accommodates requests to transfer student records electronically in compliance with state and district guidelines and confidentiality laws. Requests for transcripts must have both student and parent/guardian signature unless the student is 18 or older. All requests for transcripts must be made in writing with the student’s name, date of birth, social security number, year of graduation and signature(s). (Electronic requests with signature will be accepted.) Expected response time to meet requests is two – three days for current through 1995 graduates and five – ten days for students who graduated prior to 1995. For juniors and seniors, transcripts will be available upon request during the third week of January and after the third week in June. For all other underclassmen, transcripts will be available after the third week in June.

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

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

**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. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

**Directory Information for School-Sponsored Purposes**
The district often requires the use of student information for the following school-sponsored purposes: student recognition activities, yearbook and student newspaper, printed programs for extracurricular activities, and news releases to local media.

For these specific school-sponsored purposes, the district would like to use the student’s name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as 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. This information will not be released to the public without the consent of the parent or eligible student.
Unless you object to the use of your child’s information for these limited purposes, the school will not ask your permission each time the district wishes to use this information for the school-sponsored purposes listed. FL(LOCAL)]

Release of Student Information to Military Recruiters and Institutions of Higher Education
The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form is available for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact MVHS at 830-931-2243.

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, assigned Saturdays, or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s return to campus.
- 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 21 for that section.

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

The following rules apply for Juniors and Seniors who wish to visit a college that they are considering attending:

- Special permission must be obtained from the Counseling Center.
- No more than two approved college visitations per student per year.
- An approval sheet signed by all teachers and a parent must be turned in no later than 24 hours prior to the visit. (Approval may be denied if a test is scheduled or if in the professional opinion of the teacher the student is too far behind.)
- Only ½ day will be granted for local institution visitations.
- College days will not count against exam exemptions for seniors.
- College days may not be taken:
  - during the last three weeks of school except for:
    - registration
    - orientation
    - scholarship interviews
  - on any day of a scheduled six-weeks or semester test
  - on any day adjacent to a school holiday without special permission from the principal.
- Student must obtain verifiable documentation from the institution visited.

**Please Note**: Violations of the above policy can result in the denial of additional days being granted as well as disciplinary action.

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

**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 may include a behavior improvement plan, school-based community service, possible placement in DAEP for persistent violations, 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 Mr. Joe Romo. 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 parent 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 18 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**

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.]

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

- 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, will depend on whether the class is for a full semester or for a full year.

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

Official attendance for the High School is taken every day during second period.

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

**Documentation after an Absence**
When a student must be absent from school, the student—upon arrival or returning 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, and prior administrative permission has been granted. Parents will still be notified of the absence.

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.

NOTE: MVHS will allow **5 handwritten notes** for a total of **8 absences** per semester. Once the fifth note or the 8th absence is accumulated the next absence will not be documented as excused unless a note from a health care provider or anything found to be acceptable by an Administrator is turned in.

Parent notes received 4 or more school days following the absence will no longer be considered an excused absence.

**If no note is provided or if the absence is deemed unexcused by an administrator, students may be subject to disciplinary action.**

**Doctor’s Note after an Absence for Illness**
Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

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

[See policy FEC(LOCAL).]

**Medical Exemption**
Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time. When a student commences classes or returns to school on the same day of the appointment – the appointment should be supported by a document such as a note from the health care professional – the hours of absence shall be counted as hours of compulsory attendance. Students excused under this provision shall be allowed a reasonable time to make up school work missed on those days. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District. A student enrolled in the DCP program must have prior approval of the DCP instructor in order to use attendance at work site as instructional time to qualify for this exemption.

For purposes of this medical exemption the appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.
Driver License Attendance Verification
For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the front entrance receptionist, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)
Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of 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 federal law.

Information about all of these can be found on the district’s website at http://www.mvisd.com. 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.

ACADEMIC PROGRAMS
The school counseling center provides students and parents information regarding academic programs to prepare for higher education and career choices.

ADVANCED COURSES (Honors, AP, Dual Credit)
Students who have a strong curiosity about the subject and a willingness to work hard should register for advanced courses. Honor courses are taught using advanced materials and strategies. Because of the intensity of advanced courses, students should expect the pace and academic rigor to be above grade level to prepare students for advanced level coursework. College Board Advanced Placement Courses and Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work.

In order to be successful in advanced courses, students should be task-oriented, proficient readers who are able to organize their time and who have parental/guardian support. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to advanced classes. Outside study time is at least one to two times the amount of time spent in class per week. Students and parents will be required to sign an advanced course agreement contract before enrolling in advanced level courses.

AP Tests
- Students enrolled in Advanced Placement courses are expected to take the AP test for the course. Students must complete the AP exam in the month of May or a final exam, which is modeled after an AP exam in rigor and length.
• AP tests are administered at the high school in May

**Core area advanced level prerequisites**
Prerequisite (Grades 9 & 10): *Approaches Grade Level* on the previous year’s state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.
Prerequisite (Grades 11 & 12): College Readiness percentage score on the previous year’s state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

**General core area requirements**
Students who have not, or are not likely to perform successfully on a state mandated tests may be assigned to a content-specific intervention / enrichment course.
Math: All students completing Algebra 1 at the high school campus, and not taking Geometry Honors, must register for both Geometry and Math Models.

**Armed Services Vocational Aptitude Battery Test**
A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on November 13, 2019 at 8:00 AM at the High School.
Please contact the principal for information about this opportunity.

**AWARDS AND HONORS**

**Academic Excellence Awards**
Medina Valley High School recognizes eligible 9th, 10th, and 11th grade students with Academic Excellence awards. These awards are based on the *weighted* grade average of the core courses (Language Arts, Math, Science and Social Studies). Students, whose *weighted* core course grade point average is **4.0 or greater**, without rounding, will be presented an award during the final six-week grading period.

**PAWS Awards**
There are three (3) types of awards given through this program which are available to 12th graders only. These awards are based on the student’s overall weighted GPA at the end of the 1st Semester of 12th grade. Weighted GPA is calculated for all four years as follows:

**Cumulative Grade Average**
1) Summa Cum Laude = 4.0 GPA or higher – Gold Paw
2) Magna Cum Laude = 3.8 to 3.99 – Silver Paw
3) Cum Laude = 3.6 to 3.79 – Black Paw

**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, 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.

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

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).

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technology programs in most of the career pathways/clusters. All Career and Technology Education opportunities will be offered without regard to race, language skills, color, national origin, sex, or disability. For further information about these programs, please see your counselor. Medina Valley 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 vocational programs. [Also see Nondiscrimination Statement on page 67 for additional information regarding the district’s efforts regarding participation in these programs.]

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 58.]
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, which may be accessed through the district website under policies: FFG(LEGAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT). As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

A child who has experienced sexual abuse 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 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, the campus 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 Web sites might help you become more aware of child sexual abuse:
http://www.tea.state.tx.us/index.aspx?id=2820
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).

CLASS RANK / HIGHEST RANKING STUDENT

Class Rank
Class rank shall be calculated by using a scaled point system for specific courses in grades 9 – 12. The numeric semester average shall earn grade points according to the District weighted grade point scale. For 9-11th graders, GPA and RANK are available at the end of each school year. [See EIC(local)]

Top Ten Percent
Special recognition shall be given to the top ten percent of students in each graduating class.

For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:
Completes the Recommended or Advanced/Distinguished Achievement Program; or 

Satisfies the ACT College Readiness Benchmarks by earning a 23 composite with 19 in Math and Reading or earns at least a 1500 out of 2400 on the SAT.

To qualify for Top Ten Percent students graduating in 2018 or after Completes Algebra 2 course work and qualify for Foundation with Endorsement. [For further information, see policies at EIC.]

Students and parents should contact the counselor for further information about the application process and deadlines. [For further information, see policies at EIC.]

**Highest-Ranking Students**

**Valedictorian**

The Valedictory honors will be given to the student earning the highest GPA, according to Board policy EIC local, during the four (4) years of high school study.

**Salutatorian**

Salutatory honors will be awarded to the student earning the second highest GPA, according to Board policy EIC local during the four (4) years of high school study.

**Recognized Graduates**

The district will recognize graduates whose class rank places them in the top ten percent of their graduating class. [See EIC(local)]

**CLASS SCHEDULES**

Medina Valley High School builds its master schedule according to students' selection of courses and their four year plans. The course selection process is designed to encourage careful decision making by students and their parents based on information regarding graduation, college entrance, and career requirements. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. When a student selects a course, he or she is required to complete it. Students must be able to prove an academic need to an appropriate committee (i.e. RTI, IEP, 504…) in order to receive a schedule change after the semester begins.

The deadline for any schedule change corresponds with the final “Preparatory Day” which marks the start of a school year. Any request for schedule changes after the final Preparatory Day will not be accepted. Please contact the MVHS counseling center for information regarding Preparatory Day dates and times.

In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered for academic need according to the following guidelines:

1) For valid reasons prior to registration. 
2) For urgent/substantiated reasons (e.g. low probability of success, physical problems, failure to meet prerequisites of course) after registration by request no later than one week after course begins. 
3) Parent signatures are required for all course or level change requests.
4) Intervention, Attendance, LPAC, Placement Review, 504 or ARD committee approval must be obtained in order to detect potential conflicts, (e.g. course overload, fees, etc.).
5) Committees may delay change of schedule until end of grading period for any course.
6) Some class changes may result in loss of weighted grade and/or loss of credit in either or both classes due to the attendance regulations (90% rule), etc.
7) Changes needed because of clerical errors will be made upon recognition of the error.
8) Class change requests during the first week of school will be delayed until initial attendance accounting is complete.
Schedule Changes
Schedule changes must be requested during the weeks BEFORE a semester begins. Requests for schedule changes will be considered according to the following:

- The change is possible and reasonable from the existing schedule
- The change will not overload another class
- The change results in a reasonable program of study towards graduation
- The counselor and/or administrator have approved the change

When a student selects a course, he or she is required to complete it. Students must be able to prove an academic need to an appropriate committee in order to receive a schedule change after the semester begins.

ADVANCED COURSES (Honors, AP, Dual Credit)
Students who have a strong curiosity about the subject and a willingness to work hard should register for advanced courses. Pre-AP and honors courses are taught using advanced materials and strategies. Because of the intensity of advanced courses, students should expect the pace and academic rigor to be above grade level to prepare students for advanced level coursework. College Board Advanced Placement Courses and Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work.

In order to be successful in advanced courses, students should be task-oriented, proficient readers who are able to organize their time and who have parental/guardian support. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to advanced classes. Outside study time is at least one to two times the amount of time spent in class per week. Students and parents will be required to sign an advanced course agreement contract before enrolling in advanced level courses.

Core area advanced level prerequisites
Prerequisite (Grades 9 & 10): Level II Satisfactory Academic Performance score or Approaches Grade Level on the previous year’s state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.
Prerequisite (Grades 11 & 12): College Readiness percentage score on the previous year’s state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

General requirements
Students who have not, or are not likely to perform successfully on a state mandated tests may be assigned to a content-specific intervention / enrichment course.

Students will be prescribed courses that promote College and Career readiness as outlined by the Texas Education Agency.

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

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.
The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six 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.

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

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

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

[See Class Rank/Highest-Ranking Student on page 33 for information specifically related to how the district calculates a student’s rank in class, and requirements for Graduation on page 53 for information associated with the foundation graduation program.]

[See Students in the Conservatorship of the State (Foster Care) on page 18 for information on assistance in transitioning to higher education for students in foster care.]

**COLLEGE CREDIT COURSES**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP). Note: course offerings are dependent upon student interest and availability of highly qualified staff.
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and partnership with: Southwest Texas Junior College and Sul Ross State University.
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Only college courses that can replace existing high school courses can be used for dual credit or tech prep and included in grade calculation. [See the Course Description Handbook for details.] Various methods for determining eligibility for enrollment in college credit courses will be considered by the school prior to enrollment. These may include, STAAR EOC, TSI, ACT.

Please see the counselor for more information.

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.

**COMMUNICATIONS—Automated Emergency**

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

[See Safety on page Error! Bookmark not defined. for information regarding contact with parents during an emergency situation.]

**Nonemergency**

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

[See Safety on page Error! Bookmark not defined. for information regarding contact with parents during an emergency situation.]

**COMPLAINTS AND CONCERNS**

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

In general, the student or parent should submit a written complaint and request a conference with the campus principal or designee. If the concern is not resolved, a request for a conference should be sent to the superintendent or designee. 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—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.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

**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 coordinators at MVHS are: John Slaton, Amanda Monteiro, Kathryn Nevarez, and Vangela Churchill.
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.

DAEP: Placement Term / Behavioral Contract
When a student’s misconduct results in a placement to DAEP, as outlined in the Student Code of Conduct, the term of placement shall be determined by the campus principal or designee. Upon completion of the term of placement, students will meet with the Principal or designee the next available school day for return to the main campus. During the return meeting students shall be placed on a Behavioral Contract for 30 school days. While under this contract, students may be reassigned to DAEP for an additional placement for any violation of the Student Code of Conduct. Students assigned to DAEP for misconduct MAY be eligible for a reduction in placement days provided the following guidelines are met: Perfect attendance at DAEP, perfect discipline while in DAEP, successful academic progress. A reduction in placement days is dependent upon review and is not guaranteed. Students who receive a reduced placement will still be placed on a Behavior Contract upon returning to the High School campus.

*Transportation services WILL NOT be provided for students who are assigned to the DAEP program.

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.

Food or Drink in the Classroom
Food and drinks are prohibited in classrooms unless approved by staff.

Public Displays of Affection (PDA)
Public display of affection on school grounds, in the building, or during school sponsored activities is considered an inappropriate action. Any displays of affection deemed inappropriate by MVHS staff will result in disciplinary action.

Skateboards, Roller skates, etc.
Skateboards, Roller skates, Heelies, and any other recreational wheeled devices are strictly prohibited on MVHS property at all times unless prior, written permission has been obtained from the principal. Such items will be confiscated and further disciplinary actions may apply.
**Note: Items confiscated more than once from a student will only be released to the parent at the end of the current semester. MVISD is not responsible for loss or theft of confiscated items.

**Revoking Transfers**
The superintendent has the right to revoke the transfer of a nonresident student for violating the district’s Code.

**Violations of Law – Alcohol, Drugs, Tobacco and Weapons**
Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products (including vaping devices), guns, knives or other weapons on school property, in their vehicle or at any school-related or school-sanctioned activity whether on or off school property. Students should be aware that they will be held responsible for any items found in their possession or in their vehicles and that consequences will be administered for any violations. [See the Student Code of Conduct for information regarding disciplinary consequences.]

**Social Events**
School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. Anyone leaving before the official end of the event will not be readmitted.

MVHS faculty and staff who participate in or attend non-school related social events are not expected to monitor or be held responsible for the conduct of Medina Valley students during such events.

**CONTAGIOUS DISEASES / CONDITIONS**
To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal’s office can provide information from the Department of State Health Services regarding these diseases.

**COUNSELING**

**Academic Counseling**
Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8–11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

**Personal Counseling**
The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should request an appointment with the counseling center receptionist.

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

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

**COURSE CREDIT**

A student in grades 9–12 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**

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

*The 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.

*When taking an examination to earn credit for a failed course, a student must have received a grade of at least 60 in the course failed.*

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

*In all instances, the district will determine whether any opportunity for credit by exam will be offered.* [For further information, see the counselor and policy EHDB(LOCAL).]

**CREDIT BY EXAM—If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2019–2020 school year include:

- September 3 – 6, 2019
- December 2 – 6, 2019
- March 16 – 20, 2020
- June 8 – 12, 2020

A student will earn course credit with a passing score of at least 80 on the exam. Depending on the student’s grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation.

*If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date.* The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district (Texas Tech University), the student’s parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

**Note:** grades achieved from CBE are not included in GPA calculation.

**CREDIT BY EXAM - Placement Test for World Languages**

If a student wishes to be placed in a higher level of a language, the student may take the placement test to be given the within the first two weeks of the new school year. Students may test to be placed from a Level I to a Level II or a Level II to a Level III.
In order to be placed in the next level, the student must earn a grade of 80 on the exam. Credit will only be earned for both classes if the student passes the class in which he/she was placed.

This is ONLY a placement test. If a student wishes to earn CREDIT-BY-EXAM, please request information from the Counseling Center.”

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

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. [See policy FFH.]

**Dating Violence**

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

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

**Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, 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. 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 Web site.

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

Two types of prohibited harassment are described below.
**Sexual Harassment and Gender-Based Harassment**

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

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

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

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Retaliation**

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student’s poor academic performance in the classroom.

**Reporting Procedures**

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

**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.

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.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI (Appendix III)]

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.
A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

**DISTANCE LEARNING**

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

The Texas Virtual School Network (TxVSN) has been established 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. 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 and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN 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 will not recognize and apply the course or subject toward graduation requirements or subject mastery.

The District permits high school students to take correspondence courses—by mail or via the internet—for credit toward high school graduation with written prior approval of the counselor. No more than two (2) units of high school study may be taken by correspondence. The only acceptable correspondence courses are those from public institutions of higher education approved by the Commissioner. Students are urged to consider correspondence courses only for emergency or enrichment and not as a substitute for residency work.

If the credit is to be counted toward graduation, official grades from correspondence work must be received in the Counseling Center at least two weeks prior to graduation. Students should enroll before October 1st to ensure time to complete coursework. Successful completion of such work is the responsibility of the student and the institution from which the work is scheduled. [For further information, see policy EEJC.]

** Please note that grades achieved through correspondence courses are not included in GPA calculations.

** DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

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

The school newspaper and the yearbook are 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 posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.
The principal has designated the main entrance foyer as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

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

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the main administration office for prior review. The Director of Human Resources will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

**DRESS AND GROOMING**

The district’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. In order to ensure that all students are appropriately dressed and represent their school and community in a positive manner, a Student Appearance and Grooming policy has been established. It is the responsibility of parents to see that students attend school within the district's dress code policy. At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. The final determination of acceptable dress and grooming rests with the campus principal. Medina Valley students will use the following standards when dressing for school:

**GENERAL REQUIREMENTS**

1. All clothing will fit properly.
2. Clothing will be clean. Rips, tears, frays, and holes with patches are acceptable as long as skin does not show through
3. Clothing will be non-revealing. Undergarments must not show
4. Students will practice personal hygiene.
5. Visible tattoos are not allowed.
6. Students may not wear clothing that advertises drugs, depicts scenes of grotesque violence, images of death, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane, or vulgar statements or signs/symbols.

7. Additional dress code requirements may apply according to specialty courses (i.e. Ag, shop, science, athletics, etc.)

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

**SHIRTS**
- All shirts must extend below the waistline.
- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. Blouses with cold shoulders are permissible provided undergarments do not show.
- No spaghetti straps, off-the-shoulder tops, or tank tops are allowed. If any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc., the principal reserves the right to impose a restriction of that item.

**PANTS**
- Pants are to be worn at the waistline. Sagging pants are not permitted.
- Leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

**SHORTS**
- Mid-thigh or longer shorts are acceptable

**SKIRTS/DRESSES**
- Skirts and dresses must be knee length or longer

**OUTER WEAR**
- Oversized outerwear, trench coats, and dusters are not allowed.
- Jackets (or clothing) with spikes, large studs, or chains are not permitted.
- Pocket chains are not permitted.
- JROTC uniforms are allowed as determined by the JROTC instructors.

**SHOES**
- Students must be worn.
- House shoes or slippers are not allowed.
- Students must adhere to safety standards for footwear in lab classes as determined by classroom teacher.

**HAIR**
- Hair should be well-groomed
- Must be a natural color, with no unusually shaved areas. Mohawks are not permitted.
- Hair must not cover the eyes (continually sweeping hair to the side is not acceptable).
- Sideburns may not extend below the bottom of the ear.
- All students must be clean-shaven. Students who need to shave will be provided a razor and shaving cream to do so. Repeated offenses will result in disciplinary consequences. Students who have a doctor’s prescription against shaving must have this documentation on file in the Nurse’s office. This form must have the doctor’s signature and designate the duration of the exemption. Students who cannot shave are required to maintain neat grooming to the maximum extent possible. Partial shaving will void the medical exemption.

**ACCESSORIES**
- Body piercings are not permitted. Ear piercings are allowed for females only. Gauges are not permitted.
- Bandanas are not permitted and may not be worn or displayed. Exceptions may be made at the principal’s discretion.
• Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.
• Students are not permitted to wear sunglasses in the school building.
• Natural-colored nonprescription colored contacts are permitted.
• Makeup must be natural or flesh toned shades.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones
The district permits students to possess personal mobile telephones; however, these devices must remain **turned off and out of sight** during the instructional day, including during all testing, unless they are being used for **prior** Administration-approved purposes. A student must have administrative approval to possess other telecommunications devices such as netbooks, laptops, tablets, e-readers, 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 (for any purpose)/displays a telecommunications device without authorization during the school day, the device will be confiscated.

- Upon confiscation, the student may retrieve the confiscated phone at the end of the student’s school day by paying an administrative fee of $15.00 or choosing, prior to release of the phone, to be assigned to Saturday School.
- Refusing to relinquish a telecommunications device to MVHS personnel will constitute additional disciplinary consequences.

The use of telecommunication devices during the administration of assessments may result in elevated disciplinary consequences.

Confiscated telecommunications devices that are not retrieved by the student or the student’s 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. Any disciplinary action will be in accordance with the Student Code of Conduct. **The district will not be 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, iPods, iPads, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal’s office.

Students may not use, wear, or display headphones, earbuds, etc, during the school day. Such items will be confiscated. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel.

Any disciplinary action will be in accordance with the Student Code of Conduct. **The district will not be responsible for any damaged, lost, or stolen electronic device. Students may report such loss/theft to the School Resource Officer.**
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.

Students and their parents should be aware that e-mail using District computers is not private and may be monitored by District staff. [For additional information, see policy CQ.]

Use of private computers on campus requires prior written permission from the principal.

District Responsibilities:

Medina Valley ISD has technology protection measures installed for all computers in the school district. These measures block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act and as determined by the Superintendent or designee.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition 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, 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 and may, in certain circumstances, 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 53 and Standardized Testing on page 75.

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.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district
competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual]; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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.

The following requirements 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 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.
- 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.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- Students are responsible for all work missed. Students should conference with teacher before extracurricular absence in order to stay on pace with the class.
- Students with excessive absences (more than 10%) in any course or courses will require administrative approval before they may participate.

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

**Offices and Elections**
In order to obtain the best possible student leadership, and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty members before consideration for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approval is:

- Scholarship
- Citizenship
- Dependability
- Cooperation
- Conduct

**Causes for disqualification**
Students seeking or holding class, student council, or club office or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons:

- Suspension from school
- Failure to comply with the Student Code of Conduct
- Lack of cooperation with sponsors
- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Final decision rests with a disqualification committee consisting of no less than the sponsor, an administrator and one of the student’s teachers.

**FEES**

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 will cost $20; Initial I.D. cards are provided free, however, lost or damaged ID cards will cost $5 to replace. (see: Vehicles on campus for additional information.)
- 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.
- Fees for optional courses offered for credit that require lab/material fees.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policies at FP.]
FLEX Year:
A School district may modify its school calendar up to ten days to meet the needs of students who have not, or are not likely to perform successfully on a state mandated tests (TEC), §39.023, or who would not otherwise be promoted to the next grade level.

Students who continue to meet state mandated testing standards in 2019-2020 may expect an additional bonus in the Spring semester and at the end of this school year; all who qualify will receive three Flex holidays and finish the school year early. To be awarded these days off, students must:
1. Take and pass all required state mandated tests.
2. Meet all requirements for promotion to the next grade level.
3. Meet the 90% attendance requirement established by the State of Texas.

This incentive is possible through a modification of the High School’s instructional calendar to provide what is known as a flexible year program. (See Appendix I). Our flexible year program helps students prepare for and pass the state mandated tests. Students required to participate in this program may attend state mandated test remediation classes and they will attend a full calendar, including the mandatory Flex-Day classes. Students assigned to the longer school year calendar will spend their final days learning strategies dedicated to helping them overcome any individual testing difficulties and taking final exams. The hope is that when they take subsequent state mandated tests, these students will be better prepared as a result of the additional days, intensive instruction, and individualized attention (see Appendix I).

Track 1 privileges may be revoked based on behavior, grades, or attendance; parents are strongly encouraged to participate in quality parent/school communication.

Students who take and pass all state mandated tests are exempt from all Spring Semester Finals. Students assigned to TRACK 1 may take final exams if arrangements are made with individual teachers prior to May 22, 2020. All grades are final and cannot be dropped after the student agrees to take the exam.

Note:
- **Students on Track 2 will attend regular school days on the following Flex-Days: April 3, April 23, and May 1**
- **All days listed on the Track/Calendar 2 (long calendar) are regular days of school for which all state compulsory (truancy) and attendance for credit laws apply.**
- **Students assigned to a Disciplinary Alternative Education Placement will remain on Track/Calendar 2 for the duration of the term as prescribed by administration.**

*Students taking state assessments will have the opportunity to change attendance TRACKS when results are available.*

Medina Valley Fall Semester Exam Exemption Policy
Students in grades 9-12 may be eligible for fall semester examination exemptions based on attendance, grades, and conduct. Specific information on the administrator-approved criteria will be distributed the first weeks of the fall semester.

FUND-RAISING
Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal's office by August 30, 2019 for fall semester fundraisers and by December 6, 2019, for spring semester events. Administrative regulations shall address student fundraising plans, approval of fundraising activities, and any required reporting on fundraisers by campus administrators.

With at least one employee managing each project, students representing their school or the District may participate in approved fundraising to benefit the District or a non-school, charitable organization. Participation shall be voluntary and shall be approved only when the fundraising activity relates to the District’s educational mission.

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

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

**GANG-FREE ZONES**

Certain criminal offenses, including 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.

**GRADE CLASSIFICATION**

After the ninth grade, students are classified according to the number of credits earned toward graduation. Students entering the 9th grade will be required to meet the following credit criteria to move to a higher grade classification.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>13</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>18</td>
<td>Grade 12 (Senior)</td>
</tr>
<tr>
<td>26</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

* Students under minimum graduation plan (foundation plan for 2018 graduates) may graduate with 24 credits contingent upon parental/counselor approval, but will still be subject to grade classification requirements listed above.

**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.

At MVISD, we strive for all of our students to master the concepts taught. Mastery of concepts requires the full participation of the teachers and students. Since students learn at different rates and in different ways, teachers are expected to use a variety of methods in delivering instruction and assessing student progress. The teacher
shall determine mastery through formal and informal testing, observations, projects, and other assigned work. Following assessment, the teacher shall re-teach the concept(s) not mastered. The re-teaching and/or re-testing of concepts not mastered (grade below 70) the first time will be expected for major assignments and assessments. After re-teaching, the student will be reassessed and the new grade of 70 will be posted if the student successfully masters the essential knowledge and skills on the assignment with a 70 or better. If after re-teaching and re-assessment the student’s grade is still below a 70, the higher of the two grades will be recorded.

**Secondary Grades:**

Secondary teachers shall use a variety of assessments measures in order to determine academic progress in content areas. Teachers are reminded that departmentalization often requires students to prepare for several tests or major assignments on the same day. Cooperation among departments and or teams in assigning major projects or scheduling major tests is the responsibility of the campus principal. Each teacher shall keep on file a copy of each test given. Documentation of mastery or non-mastery shall be kept as directed by the campus principal, department chairs/teams leaders and teachers. The following guidelines will provide consistency throughout the secondary grades while still allowing professional discretion in assessing student progress:

- A minimum of 10 grades will be used to calculate a six weeks grade. At least 3 grades will be posted prior to each 3 week progress report.
- No single assignment or test may count for more than 25% of the total grade.
- No more than 40% of the student’s six weeks grade may be derived from any one of the following categories: homework, class-work, exams/major projects.
- A six weeks exam or its equivalent shall be given each six weeks period.
- One or more essay-type question shall be included on major tests in all courses.

**Exceptions**

- Advanced courses may have up to 50% of the grade determined by testing and a minimum of three grades per progress period (every three weeks). See page 30 for additional information.
- Dual Credit courses will use the college course syllabus and grading procedures.

**Semester and Course Grades**

- Credit will be awarded if a student earns a passing grade (70+) for a semester.
- If a student fails one but passes the other semester of a course and the overall average is 70 or above, the student will receive full credit for the course.
- Numerical grades will be used on report cards. The letter equivalent of these scores are:
  - 90-100 A
  - 80-89 B
  - 75-79 C
  - 70-74 D
  - 69-or Below F

**Academic Honesty**

- Academic honesty is a matter of integrity and is essential to the development of character. Academic Dishonesty will result in academic consequences as described in the teacher’s administratively approved course syllabus. A documented parent contact will be made to inform the parent in such a case.

**Repeating a Course for Strength**

- If a student wishes to repeat a course previously taken and passed to strengthen knowledge or to improve the grade earned, he/she may do so. Both grades will be used in calculating the student's
grade average. Students should check with their counselor to determine how this will affect their graduation plan.

**Repeating a Course for Credit**

- Students who fail a yearly course shall recover their credit for the semester in which they failed. Semester grades from credit recovery programs such as night school, summer school, or correspondence/distance learning/online courses will not be used in combination with another failed semester grade to achieve a passing average.
- Students desiring to repeat a failed course must obtain permission from the counselor.
- Upon completion of the repeated course, the grade earned through night school, summer school, or correspondence school/distance learning/online courses will be added onto the Academic Achievement Record (transcript). When a student repeats (makes up) a failed course, both the failing grade and the passing grade earned will be used in calculating the overall grade average for determining rank.

**Core Area Enrichment Classes**
Students who do not meet the passing standard on state mandated assessment may be required to take an enrichment class the following year in addition to their regular core classes.

**GRADUATION**

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

Beginning with students who enter 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:

1. Complete the required number of credits established by the state and any additional credits required by the district;
2. Complete any locally required courses in addition to the courses mandated by the state;
3. Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
4. 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 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.

Also see **Standardized Testing** on page 75 for more information.
Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student, as described on page 55.

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 bi-literacy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of credits Foundation Graduation Program</th>
<th>Number of credits Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English***</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Locally required courses</td>
<td>1 credit in Technology .5 Speech</td>
<td>1 credit in Technology .5 Speech</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Course Area</td>
<td>Number of credits Foundation Graduation Program</td>
<td>Number of credits Foundation Graduation Program with an Endorsement</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>22 credits</td>
<td>Available Endorsements****:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Technology, Engineering, and Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and Industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multidisciplinary</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22 credits</td>
<td>26 credits</td>
</tr>
</tbody>
</table>

* 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, take Algebra II as one of the four mathematics credits and Physics as one of the science requirements.

** 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 in writing 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.

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

**Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation. Students who only completed all coursework are NO LONGER eligible to participate in the graduation ceremony and other graduation events.

**Three Year Graduates**

Students may graduate at the end of three years of high school IF:

- The student completes all coursework and exit level testing required of the ninth grade class in which he/she begins high school; and
- A written application is placed on file with the counselor within the first four weeks of the school year in which the graduation requirements will be met.

**Mid-Term Senior Graduation**

Mid-term senior graduation is allowed through specific campus intervention procedures; however, participation in the graduation ceremony will be forfeited.

**Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her 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 Ceremony**
To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]

**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.]

**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.

**Please Note:**
- Participation in the graduation ceremony may be denied if the student has excessive absences or truancies in any or all courses as determined by the Attendance Committee and the high school principal.
- Students who are enrolled in select academic programs may not be eligible to participate in the graduation ceremony. Please see your counselor for details.
- Strict dress code adherence is required for graduation ceremony; please see your counselor or an administrator if you have concerns relating to compliance with this requirement.

**Scholarships and Grants**
- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement 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 counselor for information about other scholarships and grants available to students.

**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.

**HEALTH-RELATED MATTERS**

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

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

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

**Emergency Forms** must be on file in the office for every student at all times. These forms should be returned to school by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. **Please notify the school nurse of any changes during the school year.**

### Bacterial Meningitis

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

- **What is meningitis?**

  Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- **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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

  Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

  The Meningitis vaccine is required for students in 7-11th grades and also for students registering for college. The vaccine is safe and effective (85–90 percent). It 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 Web sites for the Centers for Disease Control and Prevention, [http://www.cdc.gov](http://www.cdc.gov), and the Department of State Health Services, [http://www.dshs.state.tx.us/](http://www.dshs.state.tx.us/).

**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. All students must complete a Food Allergy Form each school year. Additionally, Child Nutrition will provide Special Diet meals to all students who submit Medical Documentation explaining food restrictions or requirements.

**MVISD Head Lice Policy**

Head lice, although not an illness or a disease, is very common among children and is spread easily through head-to-head contact. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse and/or until the child is free of live lice.

If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. The student should be treated immediately and should return to school later the same day or the next day. After the student has undergone one treatment, the parent should bring the child to the school nurse for an examination and should bring proof of treatment (box top or label). The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.
Mass screenings for lice are no longer recommended. However, if a nurse notices a number of students from the same class with lice, she may, as time permits, screen the entire classroom. Every effort will be made to insure the privacy of the child.

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

School Health Advisory Council (SHAC)
Information regarding the district’s School Health Advisory Council is available from the chairperson Tina Schmelzer at 830-931-2243 ext. 1217. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

Other Health-Related Matters

**Physical Fitness Assessment**
Annually, the district will conduct a physical fitness assessment, including height and weight measurements, 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’s office to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines**
The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Director of Food Services at 830-931-2243 ext. 1121. [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 AVAILABLE**
As required by Environmental Protection Agency regulation 40 CFR Part 763 Subpart E, Medina Valley Independent School District hereby notifies parents, guardians, and managing conservators of students, that an Asbestos Management Plan is available for review in the administrative offices of schools constructed before October 12, 1988. Certified re-inspections are conducted every three years. If you have any questions please contact Facilities Offices at (830)985-3460.

**USE OF PESTICIDES**
In accordance with the Texas Structural Pest Control Act, Article 135b-6, Medina Valley Independent School District hereby notifies parents, guardians, and managing conservators of students, that pesticides are periodically applied at District facilities. The District has adopted an Integrated Pest Management (IPM) plan and will integrate IPM procedures for the control of structural and landscape pests. Much of the prevention and reduction of pest infestation at the school site depends on a clean environment. This requires cleaning up food

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leftovers, removing food from lockers, removing gum from under desks and cleaning up paper clutter. Students should immediately report any evidence of pest activity to school teachers or administrators. Additional information is available through your school principal, who can refer parents to the District IPM Coordinator as required. Individuals who wish to be notified prior to pesticide application inside their child’s school assignment area may contact Facilities at (830)985-3460. Records of IPM are available at the Facilities Offices.

**HOMELESS STUDENTS** – (McKinney-Vento Program)

The term “homeless children and youth” is defined by the McKinney-Vento Assistance Act as, “An individual who lacks a fixed, regular, and adequate nighttime residence that is either a short term/transitional style of housing or a place not designed for/or ordinarily used as a regular sleeping accommodation for human beings” due to the loss of public or private housing, economic hardship, or similar reason.

Children and youth in transitional and high mobility situations face unique barriers to enrolling, attending, and succeeding in school. Despite such challenges, these students can succeed in school if they are provided with the assistance they need. The MVISD McKinney-Vento Homeless Program is designed to assist all children and youth experiencing homelessness.

If you or someone you know is experiencing homelessness, please contact the MVISD Homeless Liaison, Mrs. Sandra Rodriguez at (830) 931-2243, Ext 1239 or the Federal Programs Director, Gabriel Cary at 830-931-2243, Ext 1249.

Additional information and resources can also be found on the MVISD district website at www.mvisd.com under the Parents tab.

**HOMEWORK**

Homework will be assigned in each course. The number and frequency of these assignments shall be determined by the teacher. Homework is independent practice designed to reinforce skills already learned. Independent research projects or papers may be assigned in lieu of or in addition to homework.

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. Students who repeatedly fail to complete assignments may receive an academic referral and/or assignment to Saturday school.

**IMMUNIZATIONS**

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 (DHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/affidavit.shtm. 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, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (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 Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor’s opinion, the immunization required 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. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: http://www.dshs.state.tx.us/immunize/school/default.shtm.]

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

**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 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 GRA(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.

Closed Campus

Medina Valley High School is a closed campus. Safety and proper supervision cannot be guaranteed if a student is off campus. **Closed campus shall be enforced from the time the students reach the campus until they have completed their regularly scheduled 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 high school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call to the parent for verification will also be made prior to the release of the student. A phone call received from the parent may be accepted, but the school will still require a note to be submitted for documentation purposes and for the absence to be excused. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Failure to sign out and in may result in disciplinary consequences.

If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf with approval from administration. Documentation regarding the reason for the absence will be required. Even if a student is 18 or an emancipated minor, he/she may not sign out for lunch.

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

During Lunch

Medina Valley High School is a closed campus. No students will be allowed to leave the campus during lunch. Students who violate this policy will be assigned disciplinary consequences. Parents are not permitted to call to
release students from campus for lunch. Parents, if they wish to, may come to the school and check out their student for lunch, provided the student returns prior to the beginning of the next class period. See VISITORS TO THE SCHOOL on page 82 for additional information.

**Recurring Early Releases**

**Junior/Senior Work Release.** The Diversified Career Preparation (DCP) program is open to 11th and 12th grade students who have completed a minimum of one Career and Technology Education course that leads to employment in a particular area. Students can earn up to three credits annually towards graduation in this program. Please consult the course description book for further requirements and information on this program. Students can be released from one to three periods as scheduled by the counseling office and approved by the DCP instructor. DCP students are required to sign in/out with the Front Entrance Receptionist. DCP students remaining on campus once they have signed out for the day will be considered loitering and may receive disciplinary consequences.

**Late In/Early Out.** Seniors enrolled in applicable courses may be eligible to arrive late or leave early from either first period and/or last period during certain designated days of the school week. The schedule will be determined by the appropriate teacher. Students enrolled in these courses must meet with their teacher according to a schedule established by the teacher.

To be eligible, Seniors must meet the following criteria:

- Be enrolled in an applicable course
- Be on track to graduate
- Be in compliance with the state 90% attendance rule
- Must have passed all portions of the state mandated assessments
- Students who fail to adhere to all course guidelines may be subject to removal from the course or have early-in/late-out privileges revoked.

Seniors do not automatically qualify, but must first obtain the following:

- Counselor permission and enrollment in the course
- Written parent permission
- Must be able to leave campus (drive or have transportation – No loitering)
- Must maintain grades
- Must maintain attendance (Comply with Compulsory Attendance Laws)
- May not transport other students without prior, approved written permission from BOTH parents

**College Release.** A senior who would like to accelerate his/her college career may, upon request of the parent or student (if 18 or older), request additional release periods by meeting the above requirement and by providing proof of enrollment in a three (3) hour college course – not including Medina Valley sponsored dual credit enrollment. It may be possible to obtain high school credit for some of the college courses taken. Seek counselor guidance first.

**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) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC)
will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student’s ARD committee will make these decisions.

**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 will be permitted to make up tests and to turn in projects due in any class missed because of absence. [For further information, see policy EIAB(LOCAL).]

In the case of semester or final exams, a specific makeup date(s) will be scheduled. Students who are unable to attend these makeup sessions will need to request the assistance of the attendance or intervention committee. [For further information, see policy EIAB.]

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 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.

A student who does not make up assigned work within the time allotted by the teacher may receive an academic referral and possible assignment to Saturday school.

**DAEP Makeup Work**
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 foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

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

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

- Only authorized employees, in accordance with policies at FFAC, may administer:
  - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
  - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
  - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
  - Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

MVISD MEDICATION and MEDICAL PROCEDURE PROTOCOLS

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

1) Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.

2) The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher’s aides, or any other classified person employed by a school district.

3) Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse’s office. **If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.**

4) Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills...
necessary to self-administer may be permitted to use prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.

5) Medication shall be kept in the nurse’s office in a locked cabinet or drawer that is not easily accessible to others.

6) Medication from outside the United States will not be administered.

7) Natural or homeopathic medication and/or treatments will not be administered.

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

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

10) AS NEEDED MEDICATION
    • If medication, prescription or non-prescription, is to be kept in the nurse’s office and administered “as needed”; the requirements for prescription & non-prescription medications apply.

11) MEDICAL PROCEDURES
    • Medical Procedures require a physician & parental authorization.
    • Routine procedures that involve bodily fluids should be performed in the nurse’s office.

12) Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.

13) All permission slips and/or authorizations must be renewed each school year.

14) Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.

15) It is the responsibility of the student to report to the nurse’s office to take his/her medicine.

16) The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.

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

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified in number 4 above. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.
Psycho
tropic Drugs
A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Mr. Jason Migura, the Human Resources Director
  8449 FM 471 South
  Castroville, TX 78009
  830-931-2243 ext. 1107

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
  Stephanie Keller-Perkins, Director of Special Education
  8449 FM 471 South
  Castroville, TX 78009
  830-931-2243 ext. 1180

- All other concerns regarding discrimination: See the superintendent or Human Resources Director
  8449 FM 471 South
  Castroville, TX 78009
  830-931-2243 ext. 1107 [See policies FB(LOCAL) and FFH(LOCAL).]

Parking
Parking Permit Request: Students must complete a vehicle description form, provide a valid driver’s license (copy to be filed), and show proof of insurance. A $20.00 fee is due at the time of purchase. Parking Permit fees will NOT be prorated if purchased at any time during the school year. Students found to be parking without a pass may receive disciplinary action as prescribed by an administrator.

Students are to park in their assigned parking area. No cars are to be parked elsewhere on campus. No students are allowed to park at the Higher Learning Center or at the Performing Arts Center. Permits must be displayed at all times. Students are to leave their cars and the parking area as soon as they have parked. Students may
not return to their vehicle at any time during the school day without obtaining a pass from the office. Students must drive in a responsible manner while on campus. Students must enter and exit the campus thru the main entrance (near the MVHS marquee) unless otherwise directed by MVHS staff. Students who violate the parking rules risk having their parking privileges taken away, vehicle towed at owner’s expense, vehicle booted with a fee of $25.00, or other disciplinary action as prescribed by an administrator.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

- Vision and hearing exams are given in grades PK, K, 1, 3, 5, and 7.
- Heights and weights may be done as part of a health assessment related to growth and development issues as needed. Acanthosis Nigrican screenings are done in grades 1, 3, 5, and 7 and may include height and weight measurements as well as blood pressure readings.
- Scoliosis Screenings are done in grades 5 and 8.

Any other student can be screened if necessary.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags page 16]

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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. Students placed on a personal graduation plan (PGP) may be reclassified by the intervention committee at the beginning of the spring semester in order to take the appropriate level of state assessment. [See EI and EIE (LOCAL)]

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

- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.
If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student’s current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student at any grade level is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

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

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

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Student’s grades or performance in each class or subject are available at any time to parents through the Skyward Family Access link on the MVISD home page or by written request. Report cards will be available online at the end of each 6 week grading period. Summary progress reports will be issued every 3 weeks by the student’s homeroom teachers. Students who receive failing grades in a class or subject may receive an unsatisfactory progress report or an academic referral stating whether tutorials or assignment to Saturday school is required. Parents should schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. 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.

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).

SAFETY

Student safety on campus and at school-related events 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 must:

- Display/wear their current year student I.D. above the waist and in full view at all times. (Failure to comply will result in disciplinary consequences.) A student’s initial ID is provided by the school at no charge. Replacement IDs manufactured by MVHS will cost $5.00.
- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
• Know emergency evacuation routes and signals.

• Follow immediately the instructions of administrators, teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Crisis Management Plan

Medina Valley ISD has created a Crisis Management Plan to enable staff members to know the proper steps to take during a crisis situation. The plan covers a variety of emergency situations. Accidents, fire/explosions, deaths, hostage situations and kidnapping are just some of the situations addressed.

This plan is intended for use as a practical outline of what to do in the event of these emergencies. The Crisis Management Plan can do nothing to prevent or predict a crisis. If used properly, it may help the district manage the situation and bring about a swift resolution. Each principal is allowed to add contacts, phone numbers and evacuation points for their schools.

Principals review and update their crisis management plans annually as part of the campus improvement planning process. The central office maintains copies of each school's Emergency Procedures.

Drills: Fire, Tornado, and Other Emergencies

Fire Drill and Evacuation Bells

• Fire Alarm sounds prompting students to exit the building.

• Campus staff escorts the students to designated safety zones

• Announcement via PA system “return to the building”

Tornado Drill Bells

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Tornado Drill and Lock-down Bells

An administrator or designee announces severe weather/lock-down alert over the school public address system or through another appropriate method established by the crisis management team.

Students move quietly but quickly to the designated locations, under the direction of school personnel and await further instructions.

Internet Safety

Medina Valley High School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[For more information, see policy CQ (LEGAL/LOCAL).]

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 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

When questions of school closings arise, listen to or watch the following broadcast stations:

<table>
<thead>
<tr>
<th>Radio Stations</th>
<th>Television Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOAI</td>
<td>Channel 4</td>
</tr>
<tr>
<td>Y100</td>
<td>Channel 5</td>
</tr>
</tbody>
</table>
SCHOOL FACILITIES

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

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

- Cafeteria
- Courtyard
- Students must have a written pass from MVHS staff to enter other buildings.

The following areas are open to students after school, beginning at 4:15 p.m.

- Parent pick-up area: Sidewalk near main building entrance.
- Students must have a written pass from MVHS staff to enter other buildings.
- Students are not permitted to loiter on campus while waiting for late evening school events.

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

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

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 National School Lunch Program and provides students nutritionally balanced breakfast and lunch meals daily. The federally mandated Healthy Hunger-Free Kids Act signed into law by President Obama in March 2012 began in the fall of 2012. This law directs changes to the Child Nutrition program yearly through the school year 2022-2023.

The lunch requirements this year are as follows:
1. 1 cup fruit offered daily (NOTE: students are required to take ½ cup fruit or vegetable daily).
2. 1 cup vegetable offered daily (the lunch meal must include the following each week: a dark green vegetable, a red/orange vegetable, a bean &/or legume, a starchy vegetable, and an “other” vegetable)
3. Minimum of 2 oz eq grain daily (100% of all grains must be whole grain-rich)
4. Minimum of 2 oz eq Meat/Meat Alternate daily
5. 1 cup milk offered daily

The minimal breakfast requirements this year are as follows:
1. 1 cup fruit or juice daily (students are required to take ½ cup fruit or fruit juice at the breakfast meal).
2. 1-2 oz eq grain servings daily (100% of all grains must be whole grain)
3. 1 cup milk daily
4. Meat/Meat Alternate may be added to the menu as appropriate to support the meal or as an “extra” food item

Free and reduced-price breakfast and lunch meals are available to students who qualify. To apply, complete the meal application on https://www.myschoolapps.com. The campus Cafeteria Manager also has meal application forms available in the cafeteria. Applications MUST be renewed yearly unless you are notified by MVISD’s Child Nutrition Department that you received prior approval through another state program. Applications from last year expire after the first 30 days of the new school year or on Tuesday, October 9th, 2018.

There is a “NO CHARGE POLICY.” If a student does not bring a lunch or money for meals, the cafeteria may allow the student to charge up to three meals. If the student continues to charge and if charges become excessive, the District may notify Child Protective Services that the guardian is neglecting to provide for the nutritional needs of the child.

Regarding snack foods being served or sold on school premises during the school day, the District follows the federal and state program, Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010. [For more information, see policy CO(LEGAL).] Students may not bring these foods into the cafeteria (exception: foods of minimal nutritional value as part of the student’s sack lunch) nor share ANY food with other students. ANYONE PROVIDING ANY FOOD ON CAMPUS DURING THE SCHOOL DAY MUST COMPLY WITH THE LAWS REGULATING THE CHILD NUTRITION PROGRAM AND THE GUIDELINES SET FORTH IN THE DISTRICT’S WELLNESS POLICY. Contact Child Nutrition (ext. 1154) or the campus Cafeteria Manager for more information.

Breakfast costs are $1.50 for students and $2.15 for adults. Lunch costs are $2.80 for students and $3.60 for adults. The reduced price is $.30 for breakfast and $.40 for lunch.

Meal/food payment may be made either in the cafeteria or on-line at https://www.myschoolbucks.com. Please use the student’s 6 digit identification number when paying on-line. The fee for a bounced check is $35.

**Lunch Delivery**

Parents may choose on occasion to deliver lunch to their child. However, they must do so according to the following procedures:

- Parents may provide food for only their child (children). Parents may not provide food for other students.
- Parents must enter the building and deliver the food to the Receptionist’s desk in the main foyer. A pass will be created and the student called for to retrieve the lunch.
- Students may not go into the parking lot or to a vehicle anywhere to retrieve lunch.
- Students may not place delivery orders for food.

**Library**

The Library/Media Center is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. It is available to students during school hours and to classrooms as scheduled.

**Meetings of Non-curriculum-Related Groups**

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

A list of these groups is available in the principal’s office.
SEARCHES
In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Students will not have an expectation of privacy during any administratively conducted search supported by reasonable suspicion.

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

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

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

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

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) for more information.]

Vehicles on Campus
Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Trained Dogs
The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials. Students who park on campus may lose that right and be prohibited from driving to school if a trained dog “hits” on their car three times in a school year, whether or not contraband is located via the subsequent search.

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

NOTE: STUDENTS WILL BE HELD RESPONSIBLE FOR ANYTHING FOUND IN THEIR LOCKERS, PURSES, AUTOMOBILES, GYM OR BOOK BAGS, OR ANY OTHER PROPERTY IN PERSONAL POSSESSION AND THAT EXPULSION WILL BE CONSIDERED FOR ANY STUDENT CAUGHT IN POSSESSION OF ANY AMOUNT OF ILLICIT SUBSTANCE.

SPECIAL PROGRAMS
The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, students with disabilities, and teen parents. The coordinator of each program can answer questions about eligibility requirements, as well as
programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact their child’s counselor.

**Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the campus or person listed below to learn about campus support services. This system links students to a variety of support options, including possible referral for a special education evaluation. Students having difficulty in the regular classroom will first be offered tutorial, compensatory, and other academic or behavior support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities.*

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Stephanie Keller-Perkins, Director of Special Education at 830-931-2243 ext. 1180.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL)]

**STANDARDIZED TESTING**

**SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with their counselor early during their sophomore year to determine the appropriate exam to take; these exams are usually taken at the end of the sophomore or junior year. In addition, eleventh grade students will take the ASVAB (Armed Services Vocational Aptitude Battery) scheduled for Fall 2019. Results of testing will be available to parents and students in March.

The ACT or SAT may allow fee waivers to students who qualify based on the availability of waivers. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselors for details.

Testing dates, PSAT: 10/10/2019

Testing dates, ASVAB: 11/10/2019


**Note:** Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her 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.
State Assessments

- Students who do not pass all areas of their assigned state assessments will not be able to enroll in the school’s work, late in, or early out programs, unless otherwise determined by an Annual Review and Dismissal committee.
- Students who do not pass all areas of their assigned state assessments will not be permitted to attend school field trips without administrative approval.

STAAR (State of Texas Assessments of Academic Readiness)

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

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- 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.

STAAR Alternate, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student’s ARD committee.

A student’s ARD committee 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.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Also see Graduation on page 53 for additional information.

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.

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uiltexas.org/health/steroid-information.
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.

For additional information, please contact the MVISD Foster Care Liaison, Mrs. Sandra Rodriguez, in the Federal Programs Department, who has been designated as the district’s liaison for children in the conservatorship of the state at (830) 931-2243, Ext. 1239 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events high school football games, opening announcements, greetings for the school day, scholarship and awards ceremonies, or any extracurricular or co-curricular event and any other appropriate award ceremony approved by the Superintendent. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL).]

SUBSTANCE ABUSE PREVENTION & 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 Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

SUICIDE AWARENESS

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

- www.texassuicideprevention.org
- http://www.dshs.state.tx.us/mhservices-search/

SUMMER SCHOOL

Medina Valley High School does not offer summer school. Students should visit with academic counselors for more information.

TARDINESS

A student who is tardy to class may be assigned to Saturday School for a single offense. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

State-approved textbooks are provided to students free of charge for each subject or class. 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
paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

If an administrator has a reasonable belief that a particular individual is responsible for damage of a textbook, he can file a criminal mischief complaint with a local law enforcement official. If the value of the textbook exceeds $50, the student can be charged with a Class B misdemeanor. The Texas Penal Code provides that it is an offense to intentionally or knowingly damage or destroy the tangible property of another. It is also considered criminal mischief if a student intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of another. Moreover, under the Texas Family Code, parents can be held liable for any property damage proximately caused by the negligent conduct of their children, if such conduct is: 1) reasonably attributable to the negligent failure of the parents to exercise their duty to supervise their children; or 2) for willful and malicious conduct of a child who is at least 10 years old but under 18.

**Dual Credit courses**

Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work. As with other college requirements, students are expected to purchase Dual Credit college textbooks as described in the course syllabus.

**TRANSFERS**

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

**TRANSPORTATION**

**School-Sponsored Trips**

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

**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. 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. Bus routes and any subsequent changes are posted at the school. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the transportation department at (830) 931-2243 extension 1115. Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. The school bus is considered an extension of the classroom. All school board policies that apply to student conduct, dress code and other student related activities apply while riding the school bus.

**Behavioral Outcomes**

The following minimum outcomes will result from a conduct report to the administration.

High School (9th – 12 Grade)

- 1st referral 3 day bus suspension
- 2nd referral 10 day bus suspension
- 3rd referral 20 day bus suspension
- 4th referral Removal from the bus for the remainder of school year

The student may be removed by any school official or law enforcement officer in the case of serious misbehavior which endangers the safety of any individual. The campus administrator and the student’s parents will be notified as soon as possible if this action is necessary.
Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO “ONE DAY” PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the school office. The form is forwarded to the transportation department for approval, and their decision is final.

Transportation Policies and Procedures
The Medina Valley Independent School District provides bus transportation to and from school as a courtesy service for eligible students residing in the District. A student being allowed to ride the bus is considered a privilege provided by the school district and students and parents are asked that it be treated as such.

The state of Texas prescribes the conditions governing school bus operations. All drivers and bus assistants have been trained, instructed on all current rules and regulations that pertain to school transportation and have been certified by the State of Texas.

 Discipline procedures have been designed to provide our student-riders with every opportunity to resolve any problems they may have on the bus. Documented warnings and conduct reports will be issued and sent to the campus administrator who will then take appropriate action which may include temporary or permanent suspension from riding the bus.

*Transportation services WILL NOT be provided for students who are assigned to the DAEP program.

General Safety Rules
- Obey the instructions of the bus driver/assistant. At no time will a student act toward, or address comments to a bus driver/assistant in a disrespectful manner, or refuse to cooperate with the driver.
- Board and exit the bus at designated stops only.
- All students must ride their assigned bus as determined by their physical address.
- It is the responsibility of the parent to provide transportation if a child misses the bus.

SCHOOL BUS SAFETY ZONES

Procedures while Waiting for the Bus
- Be at your stop five (5) minutes before scheduled pickup time. The driver will not wait or honk.
- Stand on the sidewalk or back from the roadway while waiting for the bus. *See Safety Zones above
- When the bus approaches, form a line and be prepared to load immediately.
- Stand clear of the bus until it comes to a complete stop and the door opens.
- Parents should instruct their children on what procedures to follow if the bus is missed.

**Procedures for Loading the Bus**
- Do not push or shove.
- Wait until the door opens before approaching the bus.
- Use handrail and steps.
- Go to your assigned seat quickly. Drivers are instructed to make sure all students are seated before moving the bus.
- The driver and/or assistant will assign students seats.

**Riding the Bus**
- Remain seated while the bus is moving.
- Do not change seats without driver/assistant approval.
- A student shall not refuse to sit in an assigned seat or deny another student a place to sit.
- Normal conversation is permitted; however, any loud noises that may distract the driver and create an unsafe condition are not permitted.
- Do not throw objects inside or out of the bus.
- The emergency door, equipment, and exit controls should be used by pupils only during supervised drill or actual extreme emergency.
- Students shall never attempt to operate the passenger door or other controls except in the case of extreme emergency.
- Students shall keep their feet out of the bus aisle.
- Students will not extend any part of the body out of a bus window.
- Any object (musical instrument, shop or school project) too large to be carried by the student are prohibited. Items must be kept on the student’s lap or within the seating compartment and may not deny another student a seat.
- In case of emergency, all riders will stay seated until instructed otherwise by the bus driver.
- Riders must observe any reasonable request established by the driver/assistant for safe operation of the bus and control of the students. This includes driver/assistant discretion for student use of cell phones or other electronic devices.

**Getting off the Bus**
- Stay seated until the bus is completely stopped at your designated stop and the door has been opened.
- Use the handrail and take one step at a time when leaving the bus.
- Wait for your turn to leave the bus. Pushing and crowding are unacceptable as they will only slow exiting and may cause an accident.
- Stay clear of the bus. Do not chase or hang onto the bus at any time.
- If an article drops or rolls near or under the bus, **DO NOT GO AFTER IT. ALERT THE DRIVER AND HE/SHE WILL RECOVER THE ITEM**

**Crossing the street or highway**
All students needing to cross the roadway after exiting the bus must move to a point 10 to 15 feet in front of the right bumper and wait for the driver to signal that it is safe to cross.
- Look both directions and walk directly across the road.
- Never cross the road behind the bus.
- **CAUTION!** Be alert for the vehicles that do not stop when the bus is loading or unloading students.
- Obey all traffic signals and signs on your way to and from the bus stop.
Accidents or Emergencies

- Follow the driver’s/assistants instructions.
- If you must leave the bus, stay in a group.

The following procedures will be used for evacuation:

- The students nearest the door will open the door and hold it open.
- Leave the bus in a single file as quickly as possible.
- Evacuation will start with the seat nearest the front door unless otherwise instructed.
- Follow the driver’s instructions completely.

Prohibited items

- Tobacco and any tobacco product.
- Food and chewing gum (eating on the bus is not allowed).
- Glass containers.
- Alcoholic beverages, controlled substances, dangerous drugs, and any volatile chemicals.
- Weapons and explosive devices.
- Any object (musical instrument, shop or school project) too large to be carried by the student. Items must be kept on the student’s lap or within the seating compartment and may not deny another student a seat.
- Matches or cigarette lighters.
- Live animals or insects.
- Hats, bandanas and sunglasses.
- Earrings (boys).
- Laser lights of any type.

Behaviors Which May Warrant an Immediate Removal

- Conduct that contains elements of an assault or terroristic threat.
- Selling, giving, or delivering to another or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug or an alcoholic beverage.
- Conduct containing elements of an offense related to abusable glue or aerosol paint or relating to volatile chemicals.
- Flagrant language and/or gestures directed toward the driver, assistant or another student.
- Damaging the bus, i.e. ripping seats, damaging equipment, etc. (Damages will be paid by the offender)
- Fighting on the bus.
- Possessing or using materials that are potentially unsafe or dangerous to passengers (weapons, matches, fireworks, chemicals, cigarettes).
- Retaliation against the bus driver or bus assistant, on or off school property.

Please note that video monitoring equipment may be used on the buses at any time to help ensure the safe transportation of your child.

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/audio equipment may be used to monitor student behavior on buses and in common areas on campus. MV High School’s intention is that student awareness of the video cameras increases positive behavior. Pursuant to Texas Education Code § 26.009 (b), schools can videotape students without parent permission for purposes of maintaining order and discipline. However under the Family and Educational Rights and Privacy Act of 1974 (FERPA), the parent may only view the video if that child is the only student in the video. If the video reveals other students, then that video cannot be viewed by any parent. The Texas Attorney General has addressed this issue and determined that videotapes made on school buses are educational records under FERPA and are exempted from disclosure. Texas Attorney General OR 95-821 (1975).

Administration 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, chaperones, mentors, volunteers, 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 Front Entrance Receptionist or principal’s office and present a valid ID.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher indicated by the issuance of a signed visitor’s pass and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

Visitors are not permitted in the cafeteria or courtyard during lunch-time. Exceptions may be approved by administration with a minimum of 24 hours’ notice.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Additionally, volunteers, mentors, chaperones or other people who may interact directly with students will be required to complete a criminal record check.

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.

VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office. Opportunities for registration for eligible students will also be provided through Social Studies classes in each semester.

WITHDRAWING FROM SCHOOL

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 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 if appropriate documentation is provided for school records.
Glossary

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

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

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

Attendance review committee is sometimes responsible for reviewing a student’s absences when the student’s attendance drops below 90 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 lost because of absences.

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

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

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

NCLB Act is the federal No Child Left Behind Act of 2001.

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

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district’s health education instruction.
Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

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

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

STAAR 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 grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. 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.

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 – Flex Calendar

HS Flex Calendar 2019-2020

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Six Weeks Period

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<th>Days X 440 = Minutes</th>
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<td>1st Six Weeks: Aug 27 – Oct 4</td>
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<td>2nd Six Weeks: Oct. 7 – Nov. 8</td>
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<td>3rd Six Weeks: Nov. 11 – Jan. 7</td>
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<td>4th Six Weeks: Jan. 8 – Feb. 21</td>
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<td>5th Six Weeks: Feb. 24 – April 17</td>
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<td>6th Six Weeks: April 20 – June 4</td>
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<td>Total School Days: 174 Minutes: 76,560</td>
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Total School Days 174 = 76,560 (75,600 is TEA’s minimum requirement)
Appendix II: MVHS Bell Schedule

MVHS 2018-2019 Bell Schedule
Regular Schedule
Bell to go to first period 8:20
Period 1 8:30 - 9:19
Period 2 9:24 - 10:13
Period 3 (Announcements) 10:18 - 11:10
A Lunch 11:10 - 11:45
Period 4 (A) 11:50 - 12:39
Period 4 (B) 11:15 - 12:04
B Lunch 12:04 - 12:39
Period 5 12:44 - 1:33
Period 6 1:38 - 2:27
Period 7 2:32 - 3:21
Period 8 3:26 – 4:15
(475 minutes)

AM Pep Rally/Collaborative Wednesday Schedule
Bell to go to first period 8:20
Pep Rally/Collaborative 8:20 - 8:50
Period 1 8:55 - 9:41
Period 2 9:46 – 10:32
Period 3 (Announcements) 10:37 – 11:25
A Lunch 11:25 – 11:57
Period 4 (A) 12:02 – 12:48
Period 4 (B) 11:30 – 12:16
B Lunch 12:16 – 12:48
Period 5 12:53 – 1:39
Period 6 1:44 – 2:30
Period 7 2:35 – 3:21
Period 8 3:26 – 4:15

Delayed Start Schedule
Bell to go to first period 10:10
Period 1 10:20 - 10:54
Period 2 10:59 - 11:33
Period 3 11:38 - 12:14
A Lunch 12:14 - 12:44
Period 4 (A) 12:49 - 1:29
Period 4 (B) 12:19 - 12:59
B Lunch 12:59 - 1:29
Period 5 1:34 - 2:10
Period 6 2:15 - 2:51
Period 7 2:56 - 3:32
Period 8 3:37 - 4:15

PM Pep Rally Schedule (30 minutes)
Bell to go to first period 8:20
Period 1 8:30 - 9:15
Period 2 9:20 - 10:05
Period 3 10:10 - 10:55
A Lunch 10:55 - 11:25
Period 4 (A) 11:30 - 12:15
Period 4 (B) 11:00 - 11:45
B Lunch 11:45 - 12:15
Period 5 12:20 - 1:05
Period 6 1:10 - 1:55
Period 7 2:00 - 2:45
Period 8 2:55 - 3:40
Pep Rally 3:45 - 4:15
STUDENT WELFARE
FREEDOM FROM BULLYING

**Note:** This policy addresses bullying of District students. 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 is a violation of District policy and is prohibited.

**DEFINITION**

Bullying occurs 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 that:

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

**EXAMPLES**

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**RETRIALATION**

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

**EXAMPLES**

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

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

REPORTING PROCEDURES
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

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

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

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

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

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

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

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

DATE ISSUED: 2/27/2012
UPDATE 93
FFI(LOCAL)-A
If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

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

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

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

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

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

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

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

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

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

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

DATE ISSUED: 2/27/2012
UPDATE 93
FFI(LOCAL)-A

ADOPTED:
Dear Medina Valley Parent:

As we eagerly anticipate the opportunity for our community to come together for the first home varsity football game of the season, please be informed of the following policies and procedures associated with home varsity football events:

- Student bags, backpacks, and outside drinks are not permitted.
- Student loitering 30 minutes before or after the game is prohibited.
  - Conclusion of the event is marked when the football team and band have cleared the stadium.
- Students must sit with parents or in the student section.
  - Loitering beneath the stands is prohibited.
- Visitors are not permitted in the student section.
- Only authorized personnel are permitted on the field during the event.
  - Spectators will be granted access to the field once officials have had the opportunity to exit the stadium.
- All state, district, and campus policies apply to any school related event.

Students who violate the above mentioned policies and procedures are subject to consequences outlined in the Student Handbook and Student Code of Conduct which may also include the loss of privileges to attend home games for the remainder of the season.

Thank you for your support of our efforts to provide a safe and orderly event for all to enjoy.

Go Panthers!

Medina Valley Administration