## Contents

**Board Members** .................................................................................................................................................. 11

**Preface Parents and Students:** .......................................................................................................................... 12

**Accessibility** .......................................................................................................................................................... 13

**Section One: Parental Rights** .......................................................................................................................... 14

Consent, Opt-Out, and Refusal Rights .................................................................................................................. 14

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service ................. 14

Consent to Display a Student's Original Works and Personal Information ........................................... 15

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14 ........... 15

Consent to Video or Audio Record a Student when Not Already Permitted by Law ................................ 15

Limiting Electronic Communications between Students and District Employees ................................ 15

Objecting to the Release of Directory Information ...................................................................................... 16

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education .................................................................................................................................................... 17

Participation in Third-Party Surveys ................................................................................................................. 17

  Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation ....................................................................................................................................................................... 17

  “Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information ...................................................................................................................................................... 17

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction ................................................................................................................................................................. 18

  Human Sexuality Instruction ............................................................................................................................ 18

  Reciting a Portion of the Declaration of Independence in Grades 3–12 .................................................. 19

  Reciting the Pledges to the U.S. and Texas Flags .......................................................................................... 19

  Religious or Moral Beliefs ...................................................................................................................................... 19

  Tutoring or Test Preparation ............................................................................................................................ 19

Right of Access to Student Records, Curriculum Materials, and District Records/Policies .................. 20

  Instructional Materials ........................................................................................................................................ 20

  Notices of Certain Student Misconduct to Noncustodial Parent ................................................................... 20

  Participation in Federally Required, State-Mandated, and District Assessments ..................................... 20

  Student Records ............................................................................................................................................... 20

    Accessing Student Records ............................................................................................................................ 20

    Authorized Inspection and Use of Student Records ..................................................................................... 21

  Teacher and Staff Professional Qualifications .............................................................................................. 24

A Student with Exceptionalities or Special Circumstances ....................................................................... 24

Children of Military Families .............................................................................................................................. 24

Page 1 of 117
Parental Role in Certain Classroom and School Assignments.................................................................24
  Multiple-Birth Siblings.................................................................................................................................24
  Safety Transfers/Assignments.......................................................................................................................25
Student Use of a Service/Assistance Animal...............................................................................................25
A Student in the Conservatorship of the State (Foster Care)....................................................................25
A Student Who Is Homeless..........................................................................................................................26
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services ..................................................................................................................................................26
  Special Education Referrals..........................................................................................................................27
  Contact Person for Special Education Referrals.........................................................................................27
  Section 504 Referrals..................................................................................................................................27
  Contact Person for Section 504 Referrals....................................................................................................28
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education........................................................................................................................................28
A Student Who Receives Special Education Services with Other School-Aged Children in the Home ..................................................................................................................................................28
A Student Who Speaks a Primary Language Other than English...........................................................28
A Student with Physical or Mental Impairments Protected under Section 504........................................28
Section Two: Other Important Information for Parents and Students......................................................30
Absences/Attendance.....................................................................................................................................30
  Compulsory Attendance...............................................................................................................................30
    Ages 6–18....................................................................................................................................................30
    Age 19 and Older.....................................................................................................................................30
  Exemptions to Compulsory Attendance.......................................................................................................30
    All Grade Levels......................................................................................................................................30
    Secondary Grade Levels.........................................................................................................................31
  Failure to Comply with Compulsory Attendance......................................................................................32
    All Grade Levels......................................................................................................................................32
    Students with Disabilities..........................................................................................................................32
      Ages 6–18...............................................................................................................................................32
      Age 19 and Older...................................................................................................................................33
  Attendance for Credit or Final Grade...........................................................................................................33
  Official Attendance-Taking Time.................................................................................................................33
  Documentation after an Absence..................................................................................................................34
  Doctor’s Note after an Absence....................................................................................................................34
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability under State and Federal Law</td>
<td>35</td>
</tr>
<tr>
<td>Armed Services Vocational Aptitude Battery Test (Grades 10–12)</td>
<td>35</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>35</td>
</tr>
<tr>
<td>Academic Excellence Awards</td>
<td>35</td>
</tr>
<tr>
<td>PAWS Awards</td>
<td>36</td>
</tr>
<tr>
<td>Cumulative Grade Average</td>
<td>36</td>
</tr>
<tr>
<td>Bullying</td>
<td>36</td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Programs</td>
<td>38</td>
</tr>
<tr>
<td>Celebrations</td>
<td>38</td>
</tr>
<tr>
<td>Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</td>
<td>39</td>
</tr>
<tr>
<td>Warning Signs of Sexual Abuse</td>
<td>39</td>
</tr>
<tr>
<td>Warning Signs of Trafficking</td>
<td>39</td>
</tr>
<tr>
<td>Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children</td>
<td>40</td>
</tr>
<tr>
<td>Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children</td>
<td>40</td>
</tr>
<tr>
<td>Class Rank/Highest-Ranking Student</td>
<td>41</td>
</tr>
<tr>
<td>Class Rank</td>
<td>41</td>
</tr>
<tr>
<td>Top Ten Percent</td>
<td>41</td>
</tr>
<tr>
<td>Highest-Ranking Students</td>
<td>41</td>
</tr>
<tr>
<td>Valedictorian</td>
<td>41</td>
</tr>
<tr>
<td>Salutatorian</td>
<td>41</td>
</tr>
<tr>
<td>Recognized Graduates</td>
<td>41</td>
</tr>
<tr>
<td>Class Schedules</td>
<td>41</td>
</tr>
<tr>
<td>ADVANCED COURSES (Honors, AP, Dual Credit)</td>
<td>42</td>
</tr>
<tr>
<td>Core area advanced level prerequisites</td>
<td>43</td>
</tr>
<tr>
<td>General requirements</td>
<td>43</td>
</tr>
<tr>
<td>College and University Admissions and Financial Aid</td>
<td>43</td>
</tr>
<tr>
<td>College Credit Courses</td>
<td>44</td>
</tr>
<tr>
<td>Closed Campus</td>
<td>44</td>
</tr>
<tr>
<td>Communications—Automated</td>
<td>45</td>
</tr>
<tr>
<td>Emergency</td>
<td>45</td>
</tr>
<tr>
<td>Nonemergency</td>
<td>45</td>
</tr>
<tr>
<td>Complaints and Concerns</td>
<td>45</td>
</tr>
<tr>
<td>Conduct</td>
<td>45</td>
</tr>
<tr>
<td>Applicability of School Rules</td>
<td>45</td>
</tr>
<tr>
<td>Campus Behavior Coordinator</td>
<td>46</td>
</tr>
</tbody>
</table>
Shirts..................................................................................................................................................................................57
Pants/Shorts/Skirts/Dresses..........................................................................................................................................................57
Shoes ....................................................................................................................................................................................................57
Hair ......................................................................................................................................................................................................57
Accessories ..................................................................................................................................................................................................57
Violations .....................................................................................................................................................................................................58
Extracurricular Activities ..........................................................................................................................................................58
Dress for Special Occasion Day(s) ..............................................................................................................................................58
Electronic Devices and Technology Resources .......................................................................................................................58
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches, and Other Electronic Devices ........................................................................................................................................58
Instructional Use of Personal Telecommunications and Other Electronic Devices ................................................................59
Possession and Use of Other Personal Electronic Devices ...................................................................................................59
Acceptable Use of District Technology Resources ................................................................................................................59
District Responsibilities ..............................................................................................................................................................60
Unacceptable and Inappropriate Use of Technology Resources ................................................................................................60
End-of-Course (EOC) Assessments ...........................................................................................................................................60
English Learners ........................................................................................................................................................................60
Extracurricular Activities, Clubs, and Organizations ..................................................................................................................61
Standards of Behavior ..................................................................................................................................................................62
Offices and Elections ..................................................................................................................................................................62
Causes for disqualification ........................................................................................................................................................62
Fees .....................................................................................................................................................................................................63
FLEX Year: .........................................................................................................................................................................................64
Medina Valley Fall Semester Exam Exemption Policy .................................................................................................................64
Fundraising ....................................................................................................................................................................................65
Gang-Free Zones ...........................................................................................................................................................................65
Gender-Based Harassment ..........................................................................................................................................................65
Grade-Level Classification ............................................................................................................................................................65
Grading Guidelines .......................................................................................................................................................................65
Secondary Grades ...........................................................................................................................................................................66
Exceptions .....................................................................................................................................................................................66
Semester and Course Grades .......................................................................................................................................................66
Academic Honesty ........................................................................................................................................................................67
Repeating a Course for Credit .......................................................................................................................................................67
Core Area Enrichment Classes .....................................................................................................................................................67
Temporary Restriction from Participation in Physical Education....................................................81
Physical Fitness Assessment (Grades 3–12) ....................................................................................81
Physical Health Screenings / Examinations ................................................................................82
Spinal Screening Program............................................................................................................82
Other Examinations and Screenings............................................................................................82
Special Health Concerns ............................................................................................................82
Bacterial Meningitis..................................................................................................................82
What is meningitis? ...................................................................................................................82
What are the symptoms? ...........................................................................................................82
How serious is bacterial meningitis? ........................................................................................83
How is bacterial meningitis spread? ........................................................................................83
How can bacterial meningitis be prevented? ..........................................................................83
What should you do if you think you or a friend might have bacterial meningitis? ..........83
Where can you get more information? ...................................................................................83
Diabetes .....................................................................................................................................83
Food Allergies..........................................................................................................................84
Seizures......................................................................................................................................84
Tobacco and E-Cigarettes Prohibited..........................................................................................84
Health-Related Resources, Policies, and Procedures.................................................................84
Physical and Mental Health Resources.....................................................................................84
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)85
School Health Advisory Council (SHAC)................................................................................86
Student Wellness Policy/Wellness Plan......................................................................................86
Homework.................................................................................................................................86
Law Enforcement Agencies......................................................................................................86
Questioning of Students..........................................................................................................86
Students Taken into Custody....................................................................................................87
Notification of Law Violations .................................................................................................87
Leaving Campus.......................................................................................................................87
During Lunch............................................................................................................................88
At Any Other Time during the School Day ..............................................................................89
Lost and Found.........................................................................................................................90
Makeup Work............................................................................................................................90
Makeup Work Because of Absence........................................................................................90
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work..........................91
Alternative Means to Receive Coursework..................................................................................91
Nondiscrimination Statement........................................................................................................91
Parent and Family Engagement......................................................................................................92
Working Together..........................................................................................................................92
Parking and Parking Permits.........................................................................................................92
Pledges of Allegiance and a Minute of Silence ...........................................................................93
Prayer..................................................................................................................................................94
Promotion and Retention..................................................................................................................94
High School Grade Levels.............................................................................................................94
Release of Students from School....................................................................................................94
Report Cards/Progress Reports and Conferences........................................................................94
Retaliation...........................................................................................................................................95
Safety....................................................................................................................................................95
Accident Insurance............................................................................................................................95
Insurance for Career and Technical Education (CTE) Programs ....................................................95
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies.................................96
Preparedness Training: CPR and Stop the Bleed.............................................................................96
Emergency Medical Treatment and Information............................................................................97
Emergency School Closing Information........................................................................................97
SAT, ACT, and Other Standardized Tests.......................................................................................97
School Facilities................................................................................................................................97
Asbestos Management Plan.............................................................................................................98
Food and Nutrition Services............................................................................................................98
Pest Management Plan.....................................................................................................................99
Conduct Before and After School..................................................................................................99
Use of Hallways during Class Time................................................................................................99
Use by Students Before and After School......................................................................................99
Meetings of Noncurriculum-Related Groups...............................................................................100
School-Sponsored Field Trips.........................................................................................................100
Searches..........................................................................................................................................100
Searches in General..........................................................................................................................100
District Property...............................................................................................................................100
Telecommunications and Other Electronic Devices......................................................................100
Trained Dogs.....................................................................................................................................101
Drug Testing.......................................................................................................................................101
Glossary ............................................................................................................................................................ 111

Appendix: Freedom from Bullying Policy .............................................................................................................. 114

Unauthorized Persons................................................................................................................................................ 110
Visitors Participating in Special Programs for Students............................................................................................ 110
Business, Civic, and Youth Groups.......................................................................................................................... 110
Career Day................................................................................................................................................................. 110
Volunteers.................................................................................................................................................................. 110
Voter Registration..................................................................................................................................................... 110
Withdrawing from School..................................................................................................................................... 111

Glossary................................................................................................................................................................. 111

Appendix: Freedom from Bullying Policy .............................................................................................................. 114

Student Welfare: Freedom from Bullying.................................................................................................................. 114
Bullying Prohibited.................................................................................................................................................. 114
Retaliation................................................................................................................................................................. 114
False Claim............................................................................................................................................................. 114
Timely Reporting.................................................................................................................................................... 114
Reporting Procedures................................................................................................................................................ 114
Student Report....................................................................................................................................................... 114
Employee Report................................................................................................................................................... 114
Report Format........................................................................................................................................................ 115
Notice of Report...................................................................................................................................................... 115
Prohibited Conduct.................................................................................................................................................. 115
Investigation of Report........................................................................................................................................... 115
Concluding the Investigation................................................................................................................................ 115
Notice to Parents..................................................................................................................................................... 115

District Action.......................................................................................................................................................... 115
Bullying.................................................................................................................................................................. 115
Discipline................................................................................................................................................................ 115
Corrective Action.................................................................................................................................................... 116
Transfers................................................................................................................................................................ 116
Counseling............................................................................................................................................................... 116
Improper Conduct.................................................................................................................................................... 116
Confidentiality.......................................................................................................................................................... 116
Appeal.................................................................................................................................................................... 116
Records Retention.................................................................................................................................................. 116
Access to Policy and Procedures........................................................................................................................... 116
Board Members

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President

Beth Zinsmeyer
Vice President

Jennilea Campbell
Secretary

Darren Calvert
Trustee

Shannon Beasley
Trustee

Terry Groff
Trustee

Bruce Haby
Trustee

Administration

Dr. Kenneth Rohrbach
Superintendent

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

Juan Zamora
Assistant Superintendent of
Finance & Operations

Medina Valley High School

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Administration

Mr. Tanner Lange
Principal

Mr. Fernando Torres
Academic Dean

John Slaton
Vice Principal

Amanda Monteiro
Vice Principal

Kathryn Nevarez
Vice Principal

Vangela Churchill
Vice Principal

Counseling

Rebecca McHazlett
Lead Counselor

Anneke Tschirhart

Denise Lozano

Marla Chessher

Nurse

Tina Schmelzer, BSN, RN
Health Coordinator
Preface Parents and Students:

Welcome to the new school year!

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

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

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

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

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

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

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

Therefore, parents and students should become familiar with the Medina Valley High School Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mvisd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Medina Valley High School Front Office.

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

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board’s choices and values regarding district practices.
For questions about the material in this handbook, please contact the high school principal.

Complete the following forms in Skyward Family Access:

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

[See Objecting to the Release of Directory Information on page 16 and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on page 17 for more information.]

**Accessibility**

If you have difficulty accessing this handbook because of a disability, please contact the communications department.
Section One: Parental Rights

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

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

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

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

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

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district’s mental health liaison will notify the student’s parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

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

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

The mental health liaison, Emily Perez, can be reached at emily.perez@mvisd.org and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 79.
Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

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

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

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

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

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

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

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

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

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

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

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

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.
The employee is required to include the student’s parent as a recipient on all text messages.

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

**Objecting to the Release of Directory Information**

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

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

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

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

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

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

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. *FL/LOCAL*. If a parent objects to the release of the student’s information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
• Athletic programs.

**Note:** Review **Authorized Inspection and Use of Student Records** on page 21.

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

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

• Name,

• Address, and

• Telephone listing.

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

**Participation in Third-Party Surveys**

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

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

• Political affiliations or beliefs of the student or the student’s parent;

• Mental or psychological problems of the student or the student’s family;

• Sex behavior or attitudes;

• Illegal, antisocial, self-incriminating, or demeaning behavior;

• Critical appraisals of individuals with whom the student has a close family relationship;

• Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;

• Religious practices, affiliations, or beliefs of the student or parent; or

• Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

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

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

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

• Any survey concerning protected information, regardless of funding.

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

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

A parent may inspect:

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

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

Human Sexuality Instruction

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

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

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

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

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

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

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district’s SHAC. (See the campus principal for details.)
Reciting a Portion of the Declaration of Independence in Grades 3–12

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

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

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

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

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

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

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

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

[See Pledges of Allegiance and a Minute of Silence on page 93 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.
Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

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

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

**Instructional Materials**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

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

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

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

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

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

**Student Records**

**Accessing Student Records**

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

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

**Authorized Inspection and Use of Student Records**

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at [Objecting to the Release of Directory Information](#) on page 16, are the right to:

• Inspect and review student records within 45 days after the day the school receives a request for access;
• Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
• Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
• File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:
  
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Ave., S.W.
  Washington, DC 20202

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

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

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

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

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

• Reaches the age of 18,
• Is emancipated by a court, or
• Enrolls in a postsecondary educational institution.
However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.

- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

- In connection with financial aid for which a student has applied or has received.
• To accrediting organizations to carry out accrediting functions.

• To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

• To appropriate officials in connection with a health or safety emergency.

• When the district discloses directory information-designated details. [To prohibit this disclosure, see Objecting to the Release of Directory Information on page 16.]

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

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

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

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

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

The address of the superintendent’s office is 8449 FM 471 S, Castroville, TX 78009.

The address of the principal’s office is: 8365 FM 471 S, Castroville, TX 78009

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

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

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading guidelines. [See Report Cards/Progress Reports and Conferences on page 94, Complaints and Concerns on page 45, and Finality of Grades at policy FNG(LEGAL).]

The district’s student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal’s or superintendent’s office or on the district’s website at: www.mvisd.org

Note: The parent’s or eligible student’s right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student shared only with a substitute teacher—do not have to be made available.
Teacher and Staff Professional Qualifications
A parent may request information regarding the professional qualifications of his or her child’s teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

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

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

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

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

Written requests must be submitted by the 14th day after the students’ enrollment. [See policy FDB(LEGAL) for more information.]
**Safety Transfers/Assignments**

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

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

[See Bullying on page 36, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

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

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

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

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

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

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

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

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

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

[See Credit by Examination for Advancement/Acceleration on page 50, Course Credit on page 49, and A Student in Foster Care on page 103.]

A Student Who Is Homeless

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

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

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

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

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

[See Credit by Examination for Advancement/Acceleration on page 50, Course Credit on page 49, and Students who are Homeless on page 103.]

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

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

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

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

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

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

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

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

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

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

**Contact Person for Special Education Referrals**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Stephanie Keller-Perkins at 830-931-2243.

**Section 504 Referrals**

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.
Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Stephanie Keller-Perkins at 830-931-2243.

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

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See English Learners on page 60 and Special Programs on page 101.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.
[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page 26 and policy FB for more information.]
Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact campus principal at 830-931-2243.

Absences/Attendance

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

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

Compulsory Attendance

Ages 6–18

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

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
  - An activity required under a court-ordered service plan; or
• Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

**Secondary Grade Levels**

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

• Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,

• Follows campus procedures to verify the visit, and

• Makes up any work missed.

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

  • Special permission must be obtained from the Counseling Center.

  • No more than two approved college visitations per student per year.

  • An approval sheet signed by all teachers and a parent must be turned in no later than 24 hours prior to the visit. (Approval may be denied if a test is scheduled or if in the professional opinion of the teacher the student is too far behind.)

  • Only ½ day will be granted for local institution visitations.

  • College days will not count against exam exemptions for seniors.

  • College days may not be taken:

    • during the last three weeks of school except for:

      • registration

      • orientation

      • scholarship interviews

    • on any day of a scheduled six-weeks or semester test

    • on any day adjacent to a school holiday without special permission from the principal.

    • Student must obtain verifiable documentation from the institution visited.

• **Please Note:** Violations of the above policy can result in the denial of additional days being granted as well as disciplinary action.
The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

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

- An early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or

- An election clerk, if the student makes up any work missed.

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

**Failure to Comply with Compulsory Attendance**

**All Grade Levels**

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

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

**Students with Disabilities**

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

**Ages 6–18**

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

The notice will:

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

- Request a conference between school administrators and the parent; and

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

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

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

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]
Age 19 and Older

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

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student’s attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Exemptions to Compulsory Attendance on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student’s participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the student or student’s parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time

The district will take official attendance every day at 10:30 AM.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.
**Documentation after an Absence**

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

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

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

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

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

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

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

**Doctor’s Note after an Absence for Illness**

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

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

**Medical Exemption**

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

For purposes of this medical exemption the appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.
[See policy FEC(LOCAL) for more information.]

**Driver License Attendance Verification**

A currently enrolled student seeking a driver’s license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: https://www.tdlr.texas.gov/driver/forms/VOE.pdf.

Further information may be found on the Texas Department of Public Safety website: https://www.dps.texas.gov/driverlicense/teendriver.htm.

**Accountability under State and Federal Law**

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district’s financial management report, which includes the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district’s website at www.mvisd.com. Hard copies of any reports are available upon request to the district’s administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

**Armed Services Vocational Aptitude Battery Test (Grades 10–12)**

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

The test shall be offered on November 18th at 8:30am at the Performing Arts Center.

Contact the principal for information about this opportunity.

**Awards and Honors**

**Academic Excellence Awards**

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

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

Cumulative Grade Average

- Summa Cum Laude = 4.0 GPA or higher – Gold Paw
- Magna Cum Laude = 3.8 to 3.99 – Silver Paw
- Cum Laude = 3.6 to 3.79 – Black Paw

Bullying

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

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

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


The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments on page 25.]

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

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).
Career and Technical Education (CTE) Programs

The district offers career and technical education programs in the following areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Law and Public Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, course pre-requisites, and class space available.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See Nondiscrimination Statement on page 91 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations

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

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

[See Food Allergies on page 84.]
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

Warning Signs of Sexual Abuse

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

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

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

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation on page 51.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child’s community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
• Isolation from family, friends, and community; and
• Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:
• Being unpaid, paid very little, or paid only through tips;
• Being employed but not having a school-authorized work permit;
• Being employed and having a work permit but clearly working outside the permitted hours for students;
• Owing a large debt and being unable to pay it off;
• Not being allowed breaks at work or being subjected to excessively long work hours;
• Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
• Not being in control of his or her own money;
• Living with an employer or having an employer listed as a student’s caregiver; and
• A desire to quit a job but not being allowed to do so.

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

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

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

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

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

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website.

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

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

• Child Welfare Information Gateway Factsheet  
• KidsHealth, For Parents, Child Abuse
Class Rank/Highest-Ranking Student

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

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

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

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks by earning a 23 composite with 19 in Math and Reading or earns at least a 1500 out of 2400 on the SAT.

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

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

Highest-Ranking Students

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

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

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

[See policy EIC for more information.]

Class Schedules
All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.
Medina Valley High School builds its master schedule according to students' selection of courses and their four year plans. The course selection process is designed to encourage careful decision making by students and their parents based on information regarding graduation, college entrance, and career requirements. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. When a student selects a course, he or she is required to complete it. Students must be able to prove an academic need to an appropriate committee (i.e. RTI, IEP, 504…) in order to receive a schedule change after the semester begins.

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

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

1. For valid reasons prior to registration.
2. For urgent/substantiated reasons (e.g. low probability of success, physical problems, failure to meet prerequisites of course) after registration by request no later than one week after course begins.
3. Parent signatures are required for all course or level change requests.
4. Intervention, Attendance, LPAC, Placement Review, 504 or ARD committee approval must be obtained in order to detect potential conflicts, (e.g. course overload, fees, etc.).
5. Committees may delay change of schedule until end of grading period for any course.
6. Some class changes may result in loss of weighted grade and/or loss of credit in either or both classes due to the attendance regulations (90% rule), etc.
7. Changes needed because of clerical errors will be made upon recognition of the error.
8. The change will not overload another class
9. Class change requests during the first week of school will be delayed until initial attendance accounting is complete.

[See Schedule Changes on page 41. for information related to student requests to revise their course schedule.]

**ADVANCED COURSES (Honors, AP, Dual Credit)**

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

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

Core area advanced level prerequisites

Prerequisite (Grades 9 & 10): Meets Grade Level on the most recent state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

Prerequisite (Grades 11 & 12): College Readiness percentage score on the most recent state assessment. An alternative assessment may be considered due to extenuating circumstances. See your guidance counselor for additional details.

General requirements

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

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

College and University Admissions and Financial Aid

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

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

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

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University’s enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See Class Rank/Highest-Ranking Student on page 41 for information specifically related to how the district calculates a student’s rank in class, and requirements for Graduation on page 67 for information associated with the foundation graduation program.]
[See Students in the Conservatorship of the State (Foster Care) on page 25 for information on assistance in transitioning to higher education for students in foster care.]

**College Credit Courses**

Students in grades 9–12 may earn college credit through the following opportunities:

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

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation. Only college courses that can replace existing high school courses can be used for dual credit and included in grade calculation. [See the Course Description Handbook for details.] Various methods for determining eligibility for enrollment in college credit courses will be considered by the school prior to enrollment. These may include, STAAR EOC, TSI, ACT.

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

**Closed Campus**

Medina Valley High School is considered a closed campus. ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID.

Students will not be allowed to leave the campus during the school day, except under the following conditions:

- For any person signing a student out of school, a photo ID will be required.
- A parent/guardian must keep Skyward emergency contacts up to date. Students will not be allowed to leave school with someone who is not listed as an emergency contact in Skyward.
- A student who becomes ill will report to the nurse. All others who must leave for some other reason must go to their administrator’s office. If it is necessary for the student to go home, proper arrangements will be made and parents will be contacted. Only parents or guardians may sign a student out of school except as indicated above.
- Parents wanting to pick up their child from school during school time must come to the office and sign the student out.
- Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by their administrator.

Students choosing to leave campus without permission will be subject to disciplinary action.
The school day begins at 8:20 a.m. and ends at 4:15 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications—Automated

Emergency

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

[See Safety on page 95 for information regarding contact with parents during an emergency situation.]

Nonemergency

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

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

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. [See Safety on page 95 for information regarding contact with parents during an emergency.]

Complaints and Concerns

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district’s Web site at www.mvisd.com.

- To file a formal complaint a parent or student should complete and submit the complaint form.

- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

- If the concern is not resolved, a parent or student may request a conference with the superintendent.

- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.
To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

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

**Campus Behavior Coordinator**

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

- Vangela Churchill - vangela.churchill@mvisd.org
- Amanda Monteiro - amanda.monteiro@mvisd.org
- Katherine Nevarez - kathryn.nevarez@mvisd.org
- John Slaton - john.slaton@mvisd.org

**Deliveries**

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

**DAEP: Placement Term / Behavioral Contract**

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

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

**Disruption of School Operations**

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:
• Making loud noises;
• Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
• Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

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

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

Skateboards, Roller skates, etc.

Skateboards, Roller skates, Heelies, and any other recreational wheeled devices are strictly prohibited on MVHS property at all times unless prior, written permission has been obtained from the principal. Such items will be confiscated and further disciplinary actions may apply.

**Note: Items confiscated more than once from a student will only be released to the parent at the end of the current semester. 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.
A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

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

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

**Contagious Diseases/Conditions**

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

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

**Counseling**

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

**Academic Counseling**

**High School Grade Levels**

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;

- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
• The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
• Financial aid eligibility and how to apply for financial aid;
• Automatic admission to state-funded Texas colleges and universities;
• Eligibility requirements for the TEXAS Grant;
• Availability of district programs that allow students to earn college credit;
• Availability of tuition and fee assistance for postsecondary education for students in foster care; and
• Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

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

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

[See Mental Health Support on page 79, and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence on page 39.]

Course Credit
A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student’s grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student’s combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)
A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The counselor or principal would determine if the student could take an exam for this purpose. If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.
When taking an examination to earn credit for a failed course, a student must have received a grade of at least 60 in the course failed.

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

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

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window. The dates on which exams are scheduled during the 2020–2021 school year include:

- September 1 – 4, 2020
- December 1 – 4, 2020
- March 17 – 2, 2021
- June 7 – 11, 2021

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

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

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

**Students in Grades 6–12**

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

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

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

**Credit By Exam - Placement Test for World Languages**

If a student wishes to be placed in a higher level of a language, the student may take the placement test to be given the within the first two weeks of the new school year. Students may test to be placed from a Level I to a Level II or a Level II to a Level III.

In order to be placed in the next level, the student must earn a grade of 80 on the exam. Credit will only be earned for both classes if the student passes the class in which he/she was placed.

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

**Dating Violence, Discrimination, Harassment, and Retaliation**

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office [or on the district’s website: www.mvisd.com]. [See policy FFH for more information.]

**Dating Violence**

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

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

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

**Discrimination**

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

**Harassment**

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

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

• Offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or need for accommodation;
• Threatening, intimidating, or humiliating conduct;
• Offensive jokes, name-calling, slurs, or rumors;
• Physical aggression or assault;
• Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
• Other kinds of aggressive conduct such as theft or damage to property.

**Sexual Harassment and Gender-Based Harassment**

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

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

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

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student’s gender, the student’s expression of characteristics perceived as stereotypical for the student’s gender, or the student’s failure to conform to stereotypical notions of masculinity or femininity.
Gender-based harassment can occur regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

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

**Retaliation**

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

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

**Reporting Procedures**

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying on page 36]

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

**Investigation of Report**

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

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

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.
If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency’s investigation.

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

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted.

[See policy FFI (Appendix III)]

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

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

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

**Discrimination**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

**Distance Learning**

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

The distance learning opportunities that the district makes available to district students is Texas Virtual School Network.

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

**Texas Virtual School Network (TXVSN)**

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 61.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.
A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

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

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

**Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

**School Materials**

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

All school publications are under the supervision of a teacher, sponsor, and the principal.

**Nonschool Materials**

**From Students**

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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

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

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

**From Others**

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

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

Prior review will not be required for:

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

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

**Dress and Grooming**

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

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

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

**General Requirements**

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

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

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

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

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

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

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

**Accessories**
- Body piercings are not permitted. Ear piercings are allowed for females only.
- Gauges are not permitted.
- Makeup is prohibited. Exceptions may be made at the discretion of the campus principal.
• Bandanas are prohibited. Exceptions may be made at the discretion of the campus principal.

• Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.

Violations

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

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity, may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

Dress for Special Occasion Day(s)

The principal has the authority to allow all or part of the student body to vary from dress code and establish a particular mode of attire for special occasion days or for particular school- sponsored or school-related activities.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off and out of sight during the instructional day, including during all testing, unless they are being used for prior Administration-approved instructional purposes. [For graphing calculator applications on computing devices, see Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials on page 104.]

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

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

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

If a student uses (for any purpose)/displays a telecommunications device (including a smart watch) without authorization during the school day, the device will be confiscated.

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

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

Confiscated telecommunications devices that are not retrieved by the student or the student’s parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches on page 100 and policy FNF for more information.]

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

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

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

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

**Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, iPods, iPads, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal’s office.

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

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

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

**Acceptable Use of District Technology Resources**

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

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.
Students and their parents should be aware that e-mail using District computers is not private and may be monitored by District staff. [For additional information, see policy CQ.]

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

**District Responsibilities:**

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

**Unacceptable and Inappropriate Use of Technology Resources**

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

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

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

Any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

**End-of-Course (EOC) Assessments**

[See Graduation on page 67 and Standardized Testing on page 97.]

**English Learners**

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student’s parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at [Standardized Testing on page 97](#) Error! Bookmark not defined., may be administered to an English learner up to grade 5. In limited circumstances, a
student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity’s coach or sponsor. [See Transportation on page 105 Error! Bookmark not defined. ]

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

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

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:
• A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

• An ineligible student may practice or rehearse but may not participate in any competitive activity.

• A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition [FM Local]. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

• An absence for participation in an activity that has not been approved will be considered an unexcused absence.

• Students are responsible for all work missed. Students should conference with teacher before 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, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

**Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council, National Honor Society.

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

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

• Scholarship
• Citizenship
• Dependability
• Cooperation
• Conduct

**Causes for disqualification**

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

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

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

**Fees**

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

• Materials for a class project that the student will keep.
• Membership dues in voluntary clubs or student organizations.
• Admission fees to extracurricular activities.
• Security deposits.
• Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
• Voluntarily purchased student health and accident insurance.
• Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
• Personal apparel used in extracurricular activities that becomes the property of the student.
• Parking fees will cost $20; (see: Vehicles on campus for additional information.)
• Initial I.D. cards are provided free, however, lost or damaged ID cards will be replaced at the student’s expense.
• Fees for lost, damaged, or overdue library books.
• Fees for driver training courses.
• Fees for optional courses offered for credit that require use of facilities not available on district premises.
• Summer school for courses that are offered tuition-free during the regular school year.
• A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles on page 105.]
• A fee not to exceed $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
• In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

A School district may modify its school calendar up to ten days to meet the needs of students who have not, or are not likely to perform successfully on a state mandated tests (TEC), §39.023, or who would not otherwise be promoted to the next grade level.

Students who continue to meet state mandated testing standards in 2020-21 may expect an additional bonus in the Spring semester and at the end of this school year; all who qualify will receive three Flex holidays and finish the school year early. To be awarded these days off, students must:

- Take and pass all required state mandated tests.
- Meet all requirements for promotion to the next grade level.
- Meet the 90% attendance requirement established by the State of Texas.

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

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

Students who take and pass all state mandated tests are exempt from all Spring Semester Finals. Students assigned to TRACK 1 may take final exams if arrangements are made with individual teachers prior to May 21, 2021. All grades are final and cannot be dropped after the student agrees to take the exam.

Note:

- Students on Track 2 will attend regular school days on the following Flex-Days: April 1, April 16, and April 30.
- All days listed on the Track/Calendar 2 (long calendar) are regular days of school for which all state compulsory (truancy) and attendance for credit laws apply.
- Students assigned to a Disciplinary Alternative Education Placement will remain on Track/Calendar 2 for the duration of the term as prescribed by administration.

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

Medina Valley Fall Semester Exam Exemption Policy

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

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

An application for permission must be made to the principal's office by August 30, 2020 for fall semester fundraisers and by December 6, 2020, for spring semester events. An application for permission must be made to the principal's office by August 31, 2020 for fall semester fundraisers and by December 7, 2020, for spring semester events. Administrative regulations shall address student fundraising plans, approval of fundraising activities, and any required reporting on fundraisers by campus administrators.

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

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

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

Gang-Free Zones

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

Gender-Based Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 51.]

Grade-Level Classification

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

<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>

Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
• How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);

• Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and

• Procedures for a student to follow after an absence will also be addressed.

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

Secondary Grades

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

• A minimum of 10 grades will be used to calculate a six weeks grade. At least 3 grades will be posted prior to each 3 week progress report.

• No single assignment or test may count for more than 25% of the total grade.

• No more than 40% of the student’s six weeks grade may be derived from any one of the following categories: homework, class-work, exams/major projects.

• A six weeks exam or its equivalent shall be given each six weeks period.

• One or more essay-type question shall be included on major tests in all courses.

Exceptions

• Advanced courses may have up to 50% of the grade determined by testing and a minimum of three grades per progress period (every three weeks). See page 30 for additional information.

• Dual Credit courses will use the college course syllabus and grading procedures.

Semester and Course Grades

• Credit will be awarded if a student earns a passing grade (70+) for a semester.

• If a student fails one but passes the other semester of a course and the overall average is 70 or above, the student will receive full credit for the course.

• Numerical grades will be used on report cards. The letter equivalent of these scores are:
- 90-100 A
- 80-89 B
- 75-79 C
- 70-74 D
- 69-or Below F

**Academic Honesty**

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

**Repeating a Course for Credit**

Students who fail a yearly course shall recover their credit for the semester in which they failed. Semester grades from credit recovery programs such as night school, summer school, or correspondence/distance learning/online courses will not be used in combination with another failed semester grade to achieve a passing average.

Students desiring to repeat a failed course must obtain permission from the counselor.

Upon completion of the repeated course, the grade earned through night school, summer school, or correspondence school/distance learning/online courses will be added onto the Academic Achievement Record (transcript).

(EIC LOCAL states: The calculation of class rank shall exclude grades earned in distance learning courses; local credit courses; nonaccredited instructional settings; or through credit by examination, with or without prior instruction.)

**Core Area Enrichment Classes**

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

[See Report Cards/Progress Reports and Conferences on page 94 for additional information on grading guidelines.]

**Graduation**

**Requirements for a Diploma**

A student must meet the following requirements to receive a high school diploma from the district:

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

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).
Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score on the EOC assessments to graduate will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student’s participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. Students graduating as a result of an individual graduation committee decision will not be eligible to participate in commencement ceremonies.

[See Standardized Testing on page 102.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript.

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

A student can complete the foundation graduation program with a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A Personal Graduation Plan will be completed for each high school student, as described on page 70.
State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student’s desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

**Credits Required**

The foundation graduation program requires completion of the following credits:

<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>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Languages 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: Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Locally required courses: Speech</td>
<td>.5</td>
<td>.5</td>
</tr>
</tbody>
</table>

Page 69 of 117
<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>Electives</td>
<td>3.5</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>26 credits</strong></td>
</tr>
</tbody>
</table>

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student’s completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student’s transcript.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
  - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**Personal Graduation Plans for Students Under the Foundation Graduation Program**

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student’s personal graduation plan will outline an appropriate course sequence based on the student’s choice of endorsement.
Please review TEA's Graduation Toolkit.

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

**Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

**Certificates of Coursework Completion**

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

**Three Year Graduates**

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

- The student completes all course work and exit level testing required of the ninth grade class in which he/she begins high school; and
- A written application is placed on file with the counselor within the first four weeks of the school year in which the graduation requirements will be met.
- Earn the remaining state graduation requirements from an institution offering the correspondence course (The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education) by May 1st of the school year in which the student intends to graduate.

**Mid-Term Senior Graduation**

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

**Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student’s curriculum requirements for the endorsement were modified, the student’s ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine
whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

**Graduation Activities**

Graduation activities will include:

- To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]
- Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may be allowed to participate in the graduation ceremony and related graduation activities.
- The following students and student groups shall be recognized at graduation ceremonies:
  - Have earned a cumulative GPA of 4.0 or above;
  - Have completed the Advanced/Distinguished Achievement Program regardless of GPA;
  - Have completed the Recommended Program with a GPA of 3.8 or above; or Have completed the foundation program with at least one endorsement with a GPA of 3.8 or above.

[See the board policy FIC(LOCAL) for more information.]

**Graduation Speakers**

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see Student Speakers on page 104.]

**Graduation Expenses**

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees on page 63.]

Please Note:

- Participation in the graduation ceremony may be denied if the student has excessive absences or 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 foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 51.]

Hazing

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

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

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

[See Bullying on page 36 and policies FFI and FNCC for more information.]

Health—Physical and Mental

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

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

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

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Family Access by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Family Access during the school year and notify the Nurse that change has been made.

**Illness**

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

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day and if the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

**Immunization**

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

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

The immunizations required are:

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

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor’s opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 82, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

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

### Pre-K

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diptheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)</td>
<td>4 doses</td>
</tr>
<tr>
<td>Polio</td>
<td>3 doses</td>
</tr>
<tr>
<td>Measles, Mumps, and Rubella (MMR)</td>
<td>1 dose on or after 1st birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
</tr>
<tr>
<td>Varicella**</td>
<td>1 dose on or after 1st birthday</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>2 doses with 1st dose on or after 1st birthday</td>
</tr>
<tr>
<td>HIB</td>
<td>1 dose after 15 months or a completed series</td>
</tr>
<tr>
<td>Pneumococcal (PCV7 or Prevnar)</td>
<td>1 dose after 1st birthday or a completed series with one dose after 1st birthday</td>
</tr>
</tbody>
</table>

### Kindergarten and 1st

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

### 2nd-6th Grade

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

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

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

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:
http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements

### Lice

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

If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the student will need to be evaluated by the school nurse and be found free of lice to return to school. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

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

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

[See policy FFAA for more information.]

### Medicine at School

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

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

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

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

At the **elementary level**, a student’s teacher or other district personnel will apply sunscreen to the student’s exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the **secondary level**, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

**MVISD Medication and Medical Procedure Protocols**

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

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

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

**Prescription Medications**

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

**Non-Prescription Medications**

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

**As Needed Medication**

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

**Medical Procedures**

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse’s office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.
- It is the responsibility of the student to report to the nurse’s office to take his/her medicine.
- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.
- The school nurse or a designated representative may provide and administer:
• Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
• Benadryl (or generic antihistamine) if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
• Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
• The following products are kept in the nurse’s office for a student’s use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

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

**Asthma and Severe Allergic Reactions**

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

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

See also Food Allergies on page 84.

**Mental Health Support**

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

• Mental health promotion and early intervention;
• Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
• Substance abuse prevention and intervention;
  • If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: https://www.dshs.texas.gov/transition/mhsa.aspx
  • Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
    • The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to
suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 14.
- Counseling on page 48
- Physical and Mental Health Resources on page 84
- Policies and Procedures that Promote Student Physical and Mental Health on page 85

**Substance Abuse Prevention and Intervention**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

**Suicide Awareness and Mental Health Support**

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

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14. for the district’s procedures for recommending a mental health intervention and the mental health liaison’s contact information;
- **Counseling** on page 48 for the district’s comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 84. for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 85 for board-adopted policies and administrative procedures that promote student health.

**Physical Activity Requirements

**Junior High/Middle School**

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district’s junior high and middle school student physical activity programs and requirements, please see the principal.

**Temporary Restriction from Participation in Physical Education**

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

**Physical Fitness Assessment (Grades 3–12)**

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

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

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

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

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

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis
Please see the district’s website at www.mvisd.org for information regarding meningitis.

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

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

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

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

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

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
**How serious is bacterial meningitis?**

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

**How is bacterial meningitis spread?**

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

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

**How can bacterial meningitis be prevented?**

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

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

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

You should seek prompt medical attention.

**Where can you get more information?**

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

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

[See Immunization on page 74.]

**Diabetes**

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

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

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

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

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

[See Celebrations on page 38 and policy FFAF for more information.]

Seizures

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

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

Tobacco and E-Cigarettes Prohibited

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

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

- The Campus nurse at (830) 931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).
- The Campus school counselor at (830) 931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).
• The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, Patricia Mechler or Bexar County Health Department may be contacted at 210-335-2011.

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

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)
The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district’s policy manual, available at https://policyonline.tasb.org/home/index/883.

• Food and nutrition management: CO, COA, COB
• Wellness and Health Services: FFA
• Physical Examinations: FFAB
• Immunizations: FFAB
• Medical Treatment: FFAC
• Communicable Diseases: FFAD
• School-Based Health Centers: FFAE
• Care Plans: FFAF
• Crisis Intervention: FFB
• Trauma-informed Care: FFBA
• Student Support Services: FFC
• Student Safety: FFF
• Child Abuse and Neglect: FFG
• Freedom from Discrimination, Harassment, and Retaliation: FFH
• Freedom from Bullying: FFI

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

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

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

Please contact Gabriel Cary at gabriel.cary@mvisd.org for further information regarding these procedures and access to the District Improvement Plan.
School Health Advisory Council (SHAC)

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

The duties of the SHAC include:

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

[See Human Sexuality Instruction on page 18 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

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

Homework

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

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

Law Enforcement Agencies

Questioning of Students

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

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

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

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

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

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

**Notification of Law Violations**

The district is required by state law to notify:

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

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

**Leaving Campus**

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.
State rules require parental consent before any student leaves campus for any part of the school day. If the student’s parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student’s need to leave campus. A phone call from the parent may be accepted, but the school will require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

For students in high school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call to the parent for verification will also be made prior to the release of the student. A phone call received from the parent may be accepted, but the school will still require a note to be submitted for documentation purposes and for the absence to be excused. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Failure to sign out and in may result in disciplinary consequences. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf with approval from administration.

Documentation regarding the reason for the absence will also be required. Even if a student is 18 or an emancipated minor, he/she may not sign out for lunch.

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

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

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

**During Lunch**

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

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

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

Recurring Early Releases

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

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

To be eligible, Seniors must meet the following criteria:

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

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

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

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

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

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

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

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

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade on page 33.]

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Nondiscrimination Statement

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

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

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

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

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

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Stephanie Keller-Perkins, Director of Special Education

8449 FM 471 South
Castroville, TX 78009
830-931-2243 ext. 1180

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

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

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent’s involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling on page 48.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 94.]
- Becoming a school volunteer. [See Volunteers on page 110 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Booster clubs
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact the campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See School Health Advisory Council (SHAC) on page 82 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the Third Monday of each month at 6:30 p.m. at the location named in the Public Notice. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com.[See policies BE and BED for more information.]

Parking and Parking Permits

A student must present a valid driver’s license and proof of insurance to be eligible for a parking permit.
Students must request a parking permit and pay a fee of $20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Parking Permit fees will NOT be prorated if purchased at any time during the school year. Students found to be parking without a pass may receive disciplinary action as prescribed by an administrator.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- **Students are to park in the assigned student parking area.** No cars are to be parked elsewhere on campus.
- No students are allowed to park at the Administration Annex or at the Performing Arts Center.
- **Permits must be displayed at all times.**
- Students are to leave their cars and the parking area as soon as they have parked. Students may **not** return to their vehicle at any time during the school day without obtaining a pass from the office.
- Students must enter and exit the campus thru the main entrance (near the MVHS marquee) unless otherwise directed by MVHS staff.

Students who violate the parking rules risk having their parking privileges taken away, vehicle towed at owner’s expense, or other disciplinary action as prescribed by an administrator.

**Pledges of Allegiance and a Minute of Silence**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 19.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]
**Prayer**

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

**Promotion and Retention**

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

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

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

**High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Grade Level Classification on page 65.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 67 and Standardized Testing on page 102.]

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

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

**Release of Students from School**

[See Leaving Campus on page 87.]

**Report Cards/Progress Reports and Conferences**

Report cards with each student’s performance and absences in each class or subject are issued at least once every 6 weeks via SkyWard Family Access.

Student’s grades or performance in each class or subject are available at any time to parents through the Skyward Family Access link on the MVISD home page or by written request. At the end of the first three
weeks of a grading period, parents will receive a progress report via Skyward Family Access, if their child’s performance in any course/subject area is near or below 70 or is below the expected level of performance. Students who receive failing grades in a class or subject may receive an unsatisfactory progress report or an academic referral stating whether tutorials or assignment to Saturday school is required. Parents should schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student’s relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See Grading Guidelines on page 65 and policy EIA(LOCAL) for more information.]

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

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 51.]

Safety

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

- Display/wear their current year student I.D. above the waist and in full view at all times. (Failure to comply will result in disciplinary consequences.) A student’s initial ID is provided by the school at no charge. Replacement IDs manufactured by MVHS will cost $5.00.
- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns at www.mvisd.com.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

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

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

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

**Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

**Fire Drill and Evacuation Bells**

- Fire Alarm sounds prompting students to exit the building.
- Campus staff escorts the students to designated safety zones
- Announcement via PA system “return to the building”

**Tornado Drill Bells**

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

**Tornado Drill and Lock-down Bells**

- An administrator or designee announces severe weather/lock-down alert over the school public address system or through another appropriate method established by the crisis management team.
- Students move quietly but quickly to the designated locations, under the direction of school personnel and await further instructions.

**Internet Safety**

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

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

**Preparedness Training: CPR and Stop the Bleed**

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

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s *Stop the Bleed* and Stop the Bleed Texas.
Emergency Medical Treatment and Information

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

Emergency School Closing Information

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

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

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

www.mvisd.com
Radio Stations
WOAI
Y100
KKYX

Social Media
Television Stations
Channel 4
Channel 5
Channel 12

[See Communications-Automated, Emergency on page 45.]

SAT, ACT, and Other Standardized Tests
[See Standardized Testing on page 102.]

School Facilities

Use by Students Before and After School

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

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

- Cafeteria
- Courtyard
- Students must have a written pass from MVHS staff to enter other buildings. The following areas are open to students after school, beginning at 4:15 p.m.
- Parent pick-up area: Sidewalk near main building entrance.
• Students must have a written pass from MVHS staff to enter other buildings.
• Students are not permitted to loiter on campus while waiting for late evening school events.

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district’s plan in more detail, please contact Tommy Ellison at (830)931-2243.

Food and Nutrition Services

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

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

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

See https://www.myschoolapps.com, to apply for free or reduced-price meal services.

The campus Cafeteria Manager also has meal application forms available in the cafeteria. Applications MUST be renewed yearly unless you are notified by MVISD’s Child Nutrition Department that you received prior approval through another state program. Applications from last year expire after the first 30 days of the new school year or on Tuesday, October 13th, 2020.

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

Regarding snack foods being served or sold on school premises during the school day, the District follows the federal and state program, Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010. [For more information, see policy CO(LEGAL).] Students may not bring these foods into the cafeteria (exception: foods of minimal nutritional value as part of the student’s sack lunch) nor share ANY food with other students. ANYONE PROVIDING ANY FOOD ON CAMPUS DURING THE SCHOOL DAY MUST COMPLY WITH THE LAWS REGULATING THE CHILD NUTRITION PROGRAM AND THE GUIDELINES SET FORTH IN THE DISTRICT’S WELLNESS POLICY. Contact Child Nutrition (ext. 1154) or the campus Cafeteria Manager for more information.
Parents should continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student’s parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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

**Pest Management Plan**

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact Tommy Ellison at (830)931-2243.

**Conduct Before and After School**

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

**Use of Hallways during Class Time**

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

**Use by Students Before and After School**

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

The following areas are open to students before school, beginning at 7:45 a.m.

- **Cafeteria**
- **Courtyard**

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.
Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

**Meetings of Noncurriculum-Related Groups**

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

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

**School-Sponsored Field Trips**

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

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

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

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

**Searches**

**Searches in General**

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

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

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

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

**District Property**

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

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

**Telecommunications and Other Electronic Devices**

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]
Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources on page 56 and policy FNF(LEGAL) for more information.]

Trained Dogs

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

Drug Testing


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

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 51.]

Special Programs

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

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

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

If a child is experiencing learning difficulties, the parent may contact the campus or person listed below to learn about campus support services. This system links students to a variety of support options, including possible referral for a special education evaluation. Students having difficulty in the regular classroom will first be offered tutorial, compensatory, and other academic or behavior support services that are available to all students.
At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

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

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

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

**Standardized Testing**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT. **Note:** These assessments may qualify a student to receive a performance acknowledgment on the student’s transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student’s performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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

**TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

In addition, eleventh grade students will take the ASVAB (Armed Services Vocational Aptitude Battery) scheduled for Fall 2020. Results of testing will be available to parents and students in March.

- Testing dates, PSAT: 10/14/2020
- Testing dates, ASVAB: 11/18/2020
STAAR (State of Texas Assessments of Academic Readiness)

State Assessments

- Students who do not pass all areas of their assigned state assessments will not be able to enroll in the school’s work, late in, or early out programs, unless otherwise determined by an Annual Review and Dismissal committee.

- Students who do not pass all areas of their assigned state assessments will not be permitted to attend school field trips without administrative approval.

High School Courses End-of-Course (EOC) Assessments

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP).

[See Graduation on page 67.]

Students in Foster Care

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

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

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

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.
For more information on services for students who are homeless, contact the district’s homeless education liaison, Liz Madrigales, at 830-931-2243.

[See A Student Who is Homeless on page 26.]

**Student Speakers**

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

[See Graduation on page 67 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

**Summer School**

Medina Valley High School does not offer summer school. Students should visit with academic counselors for more information. (See EIE local policy regarding retention.)

**Tardies**

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

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

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

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

**Dual Credit courses**

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

**Transfers**

The principal is authorized to transfer a student from one classroom to another.
[See Safety Transfers/Assignments on page 25, Bullying on page 36, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 26, for other transfer options.]

**Transportation**

**School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips on page 105.]

**Buses and Other School Vehicles**

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

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

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

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

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

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
• Follow any other rules established by the operator of the vehicle.

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

General Safety Rules

• Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.

• Board and exit the bus at your designated stop ONLY

• Students will ONLY ride their assigned bus determined by their physical address.

• It is the parent’s responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

• Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.

• When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.

• If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

• Do not push or shove

• Wait until the door opens before approaching the bus.

• Use handrails and steps.

• Go directly to your assigned seats. The driver will not move the bus until all students are seated.

• It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.

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

Seat Belt policy (on buses equipped with them)

• Refusal to wear your seat belt consequences.
  • 1st offense - 10 day bus suspension
  • 2nd offense - removal from bus for the remainder of the year.

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

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

Getting off the bus:
• Stay seated until the bus has reached a complete stop and the door has been opened.
• Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
• Look both directions when crossing the road and never walk behind a bus.
• Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.
• If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Crossing the street after exiting the bus:
• Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
• ALWAYS look in both directions and do not cross behind the bus.
• CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.
Accidents and Emergencies:
- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:
- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate removal:
1st offense 10 day suspension
2nd offense removal for remainder of the year
- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.
- Retaliation against the driver, monitor or any students on or off school property

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

**Consequences for Bus Rule Violations:**
The following minimum consequences will be administered for violations:

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

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

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

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

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

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

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

**Visitors to the School**

**General Visitors**
Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.
Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

**Unauthorized Persons**

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

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

[See the Student Code of Conduct.]

**Visitors Participating in Special Programs for Students**

**Business, Civic, and Youth Groups**

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

**Career Day**

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

**Volunteers**

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

If you are interested in volunteering, please contact Jason Migura, Human Resources, or more information and to complete an application.

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

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

**Voter Registration**

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

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

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

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

Glossary

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

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

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

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.
IGC is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

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

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

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

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

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

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

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.
TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

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

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.
Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit https://policyonline.tasb.org/Policy/Code/883?filter=FFI. Below is the text of Medina Valley ISD policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on October 9, 2017.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format
A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

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

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

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

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

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

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

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

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

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

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

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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