2018-2019
Middle School
Student Handbook
in conjunction with the
Discipline Management Plan &
Student Code of Conduct

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Students, Parents, Grandparents, and Guardians:

Welcome to the 2018-2019 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students. The handbook is structured with user convenience in mind, and since students are responsible for an understanding of its content, we suggest supervised reviews at home. We look forward to and appreciate your support as we are committed excellence in 2018-2019.

For students enrolled in the 8th grade, the Texas Student Success Initiative requires students to pass the Reading and Math STAAR test during the 2018-2019 school year in order to promote to the 9th grade. If a student fails the test during the first administration, two more administrations of the exam are given. However, it is certainly in every student’s best interest to pass the STAAR test the first time they are given. We ask for your assistance in helping our students understand the importance of this and the rewards to be gained by striving for success in everything they do.

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

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

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

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

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

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

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

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably feasible under the circumstances.
Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

Please note that references to policy codes are included so that parents can refer to current board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [http://www.mvisd.com](http://www.mvisd.com).

Also, please complete the following forms found on the Medina Valley ISD website at the beginning of the year or upon the student’s enrollment:

1. Acknowledgment of Electronic Distribution of Student Handbook;
3. 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
5. Emergency Care Form (Two-sided)
6. District Network Agreement
7. Local Field Trip Consent
8. Family Survey
9. Survey Permission Form

Thank you for your attention to all of this information, and thank you for your support as we embark on the greatest school year ever at Medina Valley Middle School/Loma Alta Middle School.

Sincerely,

Julie Center, LAMS Principal
Thomas Grajek, MVMS Principal
SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Limiting Electronic Communications with Students by District Employees

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

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

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

**Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

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

For all other purposes, the district has identified the following as directory information: student’s name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

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

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

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

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

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

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

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

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

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

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

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

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:
- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

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

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

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

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

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

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

**Religious or Moral Beliefs**

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

**Tutoring or Test Preparation**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal.
The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. [Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.]

**RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

**Instructional Materials**

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

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

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

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

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

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

**Student Records**

**Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.
**Authorized Inspection and Use of Student Records**

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

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

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

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education,
TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information

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

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

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

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

The address of the superintendent’s office is:
Medina Valley ISD
8449 FM 471 South
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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

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

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at [http://www.mvisd.com](http://www.mvisd.com).

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at [http://tea.texas.gov/index2.aspx?id=7995](http://tea.texas.gov/index2.aspx?id=7995).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See policy FDB and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
• Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Students Who Are Homeless

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

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

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

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

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.
**Students Who Have Learning Difficulties or Who Need Special Education Services**

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools 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.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district’s director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

**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 school decides to evaluate the student, the school must complete the initial evaluation and the resulting report no later than 45 school days from the day the school receives a parent’s written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period must 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 school 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 the school 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 30th 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 completion, the school must give you a copy of the evaluation report at no cost. Additional information regarding special education is available from school district in a companion document titled Parent’s Guide to the Admission, Review, and Dismissal Process.

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

- Texas Project First, at [http://www.texasprojectfirst.org](http://www.texasprojectfirst.org)
- Partners Resource Network, at [http://www.partnerstx.org](http://www.partnerstx.org)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Gerri Butler or Jorge Jurado, Vice Principal at 830-931-2243.

**Students Who Receive Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to
provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

**Students Who Speak a Primary Language Other than English**

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

**Students with Physical or Mental Impairments Protected Under Section 504**

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Carmen Ramirez at 830-931-2243 ext. 1175.

[Also see policy FB.]
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Should you be unable to find the information on a particular topic, please contact MVMS/LAMS at 830-931-2243.

A+ FOR CREDIT RECOVERY

Following the end of a grading period, any student who fails to achieve a grade of 70 or above in an academic class will be assigned to A+. This self-paced, independent, computer program is a remediation tool intended to facilitate the acquisition of skills, content, and knowledge a student failed to acquire as indicated by a failing grade. A+ completion will be mandatory for students to earn credit for any class he/she fails. A+ will be offered prior to school, after school, and on some Saturdays from 8:00 AM until 12:00 PM. Students seeking to make up a failing grade for a course must complete their A+ assignment by the end of the six weeks grading period immediately following the failed six weeks period. Student can only obtain a grade of 70 after completion.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

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

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

As listed in Section I at Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 10 for that section.]

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

Failure to Comply with Compulsory Attendance

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

Students with Disabilities

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Joe Romo. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.
A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

[See policy FEA(LEGAL).]

In addition, in situations where the district feels there is neglect to provide for the educational welfare of the child, the parent will be reported to Child Protective Services.(CPS)

**Attendance for Credit or Final Grade**

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class 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 to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

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

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

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

**Official Attendance-Taking Time**

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

Official attendance is taken every day at 10:10 am, which is during the second instructional hour as required by state rule.
A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

**Documentation After an Absence**

The parent or guardian should notify the school. You may call the attendance office at 830-931-2243 or send an email to the attendance clerk.

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older. This documentation must be received no later than three school days after the absence has occurred. If no note is turned in within three days following the date of the absence, the absence will be recorded as unexcused. All notes must contain the following information:

- First and last legal name of the student
- Dates for absence
- Reason for absence
- Any supporting documentation (doctor’s note; funeral notice; etc.)
- Parent signature
- Student ID number

Notes should be placed in the attendance lock boxes located near each office. Parents may submit 5 notes for a total of 8 days per semester.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

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

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

[See policy FEC(LOCAL).]

**Please Note:**

- A student absent from school for any reason other than for a documented health care appointment will not be allowed to participate in school-related activities on that day or evening.
- A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.
- The District shall make no distinctions between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. The principal of a school may grant a student up to three additional absences if the
The student is involved in more than one type of extracurricular activity and has a grade of at least 80 in the courses or subjects to be missed.

- For further information, see policies at EHBC, EIA, FDC, and FDD.

**Driver License Attendance Verification**

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

**ACADEMIC PROGRAMS**

The Middle School schedule offers 6th and 7th grade students two periods in the core areas of Language Arts and Math, one period in Science and Social Studies, one elective choice, and Physical Education (four semesters required) or Athletics. An exception to this is 7th grade Math Accelerated Program which is only a period. Students in 8th grade have one period classes for all subjects.

**Electives:**

**Reading/ELA Academy:** (Any student failing the previous grade level Reading or Writing STAAR Exam during 1st or primary administration)

The primary goal of the Reading/ELA Academy is to accelerate reading and writing instruction for students who performed below reading or writing level on the previous year’s STAAR Exam. The Reading/ELA Academy is designed to improve students’ reading and writing levels. The Reading/ELA Academy is a forty-eight minute period that serves general education as well as special education students through a diagnostic and prescriptive program. A certified teacher will use various instructional methods along with computer software to increase reading and writing skills and reading comprehension. This elective is a required elective for students meeting the following criteria:

- ✔ Failed to meet the State passing standard on the STAAR Assessment
- ✔ Identified to participate in dyslexia program
- ✔ Receives special education services in reading
- ✔ Recommended from Intervention Committee

**Math Academy:** (Any student failing the previous grade level Math STAAR Exam during 1st or primary administration)

The primary goal of the Math Academy is to accelerate math instruction for students who are behind in math skills. The Math Academy is designed to improve students’ math ability levels and problem solving skills. The Math Academy is a forty-eight minute period that serves general education as well as special education students through a diagnostic and prescriptive program. A certified teacher will use various instructional methods along with computer software to increase math skills and problem solving skills. This elective is a required elective for students meeting the following criteria:

- ✔ Failed to meet the State passing standard on the STAAR Assessment
- ✔ Receives special education services in math
- ✔ Recommended from Intervention Committee
Art:  Art at the middle school level emphasizes the essential vocabulary of art, the art elements, and principles. Using art history as a guide and self-discovery as a motivational tool, students will produce art that is reflective and challenging. Students will be introduced to several mediums and modes of expression during the course of the school year. This class also serves as fine preparation for art at the high school level.

Athletics: See Below

Band:  The sixth, seventh, and eighth grade band is an instrumental music program designed to give the student an opportunity to acquire musical and technical proficiency through group performance. Each student will be challenged with individual and group goals, which work to develop industry, persistence, and self-motivation. There will be several public performances.

Future Problem Solving (FPS): The Future Problem Solving class is a year-long curriculum project and a program that encompasses state and international competition. FPS students work in teams and apply the creative problem solving process to current topics. The FPS class is designed to motivate students to:

1. develop creative thinking  
2. increase awareness of and an interest in the future  
3. improve oral and written communication  
4. learn and utilize problem solving strategies  
5. develop and improve research techniques  
6. develop critical and analytical thinking skills  
7. develop teamwork skills.

Journalism: Yearbook / Newspaper: The journalism class is responsible for publishing the Middle School yearbook. Students will design layouts, write articles, interview and photograph individuals for yearbook pages, and compile the final design of the yearbook. Students in the newspaper journalism class will work collectively to produce Panther Prints, a multi-page publication that covers school events with news stories, features, photographs, and interviews. Students in both classes will use computers, cameras, and a variety of software programs on a daily basis.

Library / Office Aide: Students will be chosen to assist the librarian with various library responsibilities. These responsibilities include using the computer to check books out to students, re-shelf returned books, and assist students with research needs by locating books as well as with Internet services for research purposes. Library aide students will also assist with Accelerated Reader needs such as finding books and taking tests. Students will be selected for this class by completing an application and securing teacher recommendations.

Spanish 7th/8th: This course will provide an introduction to the Spanish language as a new form of communication. Emphasis will be placed on enhanced basic language development through vocabulary study, grammar lessons, conversational practice, written practice, reading comprehension practice, listening practice, and cultural studies. Students will gain a greater understanding of the Spanish-speaking world and the value of language study. Students successfully completing both years of Spanish in 7th and 8th grade will earn high school credit for Spanish I. 8th grade students may also take 8th grade Spanish 1 as an elective class to help them prepare for two years of additional Spanish in high school.

Robotics: Robotics is a concrete and tangible way to build and strengthen cognitive development, as well as other academic areas such as mathematics, engineering, communication skills, strategic thinking, and goal-oriented thinking. Students will learn to program their created object to move as directed and is a basic programming class to write specific steps in order to make the robot complete a given task. This Lego-designed object will change several times throughout the year according to the challenge presented.
**Theatre Arts:** At the Middle School, this serves as an introduction to many levels of theatre. While the basics of acting are learned through theatre games and improvisational activities, the finer aspects of play production are practiced first hand with several plays put on annually for school audiences. 8th Grade students will have the opportunity to take Theater Arts for high school credit. However, this course may not also fulfill both the middle school fine arts requirement and the high school credit.

**Additional Programs:**

**MAP (Math Accelerated Program):** Students who meet the requirements to accelerate math instruction in grade 5 will be allowed to complete 6th, 7th, and 8th grade math by the end of their 7th grade year. These students will then take Algebra I Honors in grade 8 and an additional 4 years of math throughout high school.

**Pre-AP Classes:** The purpose of the College Board Advanced Placement Program is to prepare students for college and/or for AP exams that give them the opportunity to obtain college credit. Pre-AP classes prepare students for AP courses, which are different from regular high school courses in that they are taught with college curricula and college-level materials. Other characteristics of Pre-AP and AP courses include content immersion, a fast pace, and performance assessed at the analysis and synthesis levels. Typically successful Pre-AP and AP students are task-oriented, proficient readers, writers, and thinkers who are able to prioritize their time. Parent support also plays a key role in the success of these students. Pre-AP classes will be offered in the core academic areas of Language Arts, Math, Science, and Social Studies. Please note that a student removed from Algebra I will be placed in a regular 8th grade math class. If students leave school for extracurricular activities, student council activities, or field trips and an assignment is due that day, it is the students’ responsibility to turn in the assignment either to the teacher or to the office on the due date. A contract will be signed by the student and the parent agreeing that this level of performance will be maintained throughout the school year.

**ATHLETICS**

Students in grades 7th and 8th may participate in the Middle School Athletic Program. The University Interscholastic League (UIL) sports include football, cross-country, basketball, volleyball, and track. A satisfactory physical exam must be on file with the coach before a student will be allowed to participate. Participation in athletics in both 7th and 8th grades will take place before school or after school. Students participating in athletics will have to take Athletics during the school day.

This course will consist of weight lifting and strength and conditioning activities.

Arrangements for physical exams are made by the athletic director prior to the beginning of the Fall semester of each school year. Physical Exams any other time must be arranged for by the individual. While participating in an athletic program, a student is under the direction of his coach and is subject to the rules and regulations specified by the coach. Failure to comply may result in the student’s dismissal from participating in the sport for the year.

**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 the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;
• The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and

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

Information about all of these can be found on the district’s website at [http://www.mvisd.com](http://www.mvisd.com). Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at [http://www.texasschoolaccountabilitydashboard.org](http://www.texasschoolaccountabilitydashboard.org) and [http://www.tea.texas.gov](http://www.tea.texas.gov).

**AWARDS AND HONORS**

**Academic Awards**

These awards are based on the grade average of the core courses (Language Arts, Math, Science and Social Studies).

Academic Excellence Award: Students with a core subject grade average of 92.000 (no rounding-up) or higher will be recognized at an awards ceremony and presented a certificate. These awards are presented at a ceremony at the end of the school year.

**Campus Awards**

Outstanding students in the various core subject areas will be selected by their teachers and awarded to deserving students. Additionally, a number of individual and participation awards will be presented during the ceremony in May.

**BACKPACKS / BAGS**

Middle School students are allowed to carry backpacks. All athletics bags must be placed in the athletic locker prior to school. All other bags, if brought to school, will be confiscated. Girls may carry a small purse for personal items.

**BULLYING**

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

• Results in harm to the student or the student’s property;

• Places a student in reasonable fear of physical harm or of damage to the student’s property; or

• Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

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

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

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

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

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

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

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

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

[Also see policy FFI and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS

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

CHANGE OF ADDRESS

Students who change their mailing address or telephone number after enrollment should report the change promptly to the office so that records may be corrected on the emergency care form.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at http://www.mvisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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

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

Reports of abuse or neglect may be made to:
The CPS division of the TDFPS (1-800-252-5400 or on the web at http://www.txabusehotline.org).

**CLASS RANK**

Grades for high school courses taken at the middle school campus shall not count toward class rank, however, grades earned by grade 8 students in high school courses taken at the high school campus shall count toward class rank.

**CLASS SCHEDULES**

MVMS/LAMS builds its master schedule according to students’ selection of courses. The course selection process is designed to encourage careful decision making by students and their parents. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered according to the following guidelines during the first three weeks of school (except in very rare instances):

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 two weeks 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 classes such as AP/Pre-AP courses.
6) Changes needed because of clerical errors will be made upon recognition of the error.
7) Class change requests during freeze counts or other administrative holding periods will be delayed until the master schedule is released for schedule changes.

**Schedule Changes**

Schedule changes must be requested during the first three weeks of the school year. Requests for schedule changes will be considered according to the following:

- The change is possible and reasonable from the existing schedule
- The change will not overload another class
The change results in a reasonable program of study towards graduation
The counselor and/or administrator have approved the change
When a student selects a course, he or she is expected to complete it. Students must be able to prove an academic need to an appropriate committee in order to receive a schedule change after the semester begins.

Decisions concerning schedule changes will be made on careful considerations of their impact on the educational needs of the child with final approval by the campus principal.

NOTE: Individual requests for particular teachers are NOT a consideration when student schedules are determined.

CLOSED CAMPUS
Medina Valley/Loma Alta Middle School is considered a closed campus. ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID.

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

- For any person signing a student out of school, a photo ID will be required.
- A parent/guardian must sign a written permission to be brought to the principal if the student is leaving with someone other than a parent/guardian. Phone verification of any written note will also be required. Without written and verbal permission, students will not be allowed to leave school with someone who is not the parent or guardian.
- A student who becomes ill will report to the nurse. All others who must leave for some other reason must go to the principal’s office. If it is necessary for the student to go home, proper arrangements will be made and parents will be contacted. Only parents or guardians may sign a student out of school except as indicated above.
- Parents wanting to pick up their child from school during school time must come to the office and sign the student out.
- Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by the campus principal.
- Parents wishing to visit the campus to eat lunch with their child may do so by signing in at the office and providing photo ID. A designated table will be located in the cafeteria and only the child of the visiting parents will be allowed to sit there.

Students choosing to leave campus without permission will be subject to disciplinary action.

The school day begins at 8:10 a.m. and ends at 3:50 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

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

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

**COMPLAINTS AND CONCERNS**

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

**COMPUTER RESOURCES**

To prepare you for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher’s supervision and for approved purposes only. The student and parents will be asked to sign a user agreement (separate from this handbook) regarding appropriate use of these resources; violations of this agreement may prompt termination of privileges and other disciplinary action.

The student and parents should be aware that email using District computers is not private and may be monitored by District staff. (See Policy CQ)

**Inappropriate Use of Technology**

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

**CONDUCT**

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy— even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

**Applicability of School Rules**

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

To achieve the best possible learning environment for all our 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 the regular school day or while a student is going to and from school on District transportation.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinators at the campus is listed below:

<table>
<thead>
<tr>
<th>MVMS</th>
<th>LAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Grajek</td>
<td>Julie Center</td>
</tr>
<tr>
<td>Roland Villanueva</td>
<td>Jorge Jurado</td>
</tr>
<tr>
<td>Gerri Butler</td>
<td>Roberto Richaud</td>
</tr>
</tbody>
</table>

Disruptions of School Operations

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

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.
A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

**COUNSELING**

**Academic Counseling**

Students and parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the various course requirements, and intervention programs. Each spring, students in grades 6th, 7th, and 8th will be provided information on anticipated course offerings for the following year and other information that will help them make the most of academic and vocational opportunities.

To plan for the future students should work closely with the counselor so that they take the Middle School courses that best prepare them for attendance at a college, university, or training school, or for pursuit of some other type of advanced education.

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

**Personal Counseling**

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

Counselors will be involved on a regularly scheduled basis in personal counseling with students. They will work with students and parents, both individually and in groups. The counselor will record all visits to his/her office.

**Policy Regarding Suicide/Homicide/Violence Threats**

1. Students making such threats will be brought to the campus administration office until they can be assessed by the school social worker/counselor. *Students will be attended at all times by a staff member until the social worker/counselor is able to make the assessment.*
2. Social worker/counselor will perform a risk assessment and inform the administrator of the outcome.
3. The parents will then be notified of the suicide/homicide/violence threat regardless of risk level and asked to come in for a meeting ASAP.
4. The parents will be given contact information for outpatient resources for low and medium levels of risk.
5. The parents of a student assessed as high level of risk will be urged to take their child to the nearest emergency room for psychiatric evaluation. *Hospital contact information and a release of information consent form will be given to the parent to sign so that the school can communicate with the hospital to ensure that service needs are met.*
6. The administration will determine a disciplinary consequence for the homicide or violence threat.
7. Prior to the student’s return to campus the parent will be required to meet with campus administration to review the hospital paperwork stating that the child is no longer a threat to themselves or others and is clear to return to school. This paperwork will be kept on file by the school social worker and the administrator.
8. In the case of a student revealed as high risk by the assessment and a noncompliant parent, the school must immediately call CPS, followed by the police due to neglect of the parent to provide immediate medical attention for a student believed to be a danger to themselves or others.
COURSE CREDIT

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

CREDIT BY EXAMINATION—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this examination, however, to regain eligibility to participate in extracurricular activities.

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

CREDIT BY EXAMINATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction. The dates scheduled for examinations are September 17-21 2018, December 10-14 2018, March 18-22 2019, and June 10-14 2019. A student will earn credit with a passing score of at least 80 on the exam.

If a student plans to take an examination for acceleration, the student or parent must register with the principal no later than 30 days prior to the scheduled testing date by providing a written request to the principal. 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, the parent must purchase a test from a university approved by the State Board of Education. (For further information, see EEJB.)

DANCES

School dances will be held periodically. These dances are open only to those Middle School students currently enrolled and in good standing. Students absent the day of the dance may not attend. In order to attend future dances, students must be picked up no later than 15 minutes after the end of the previous dance. All students will be required to purchase a ticket, pay all outstanding student fees, and present their student ID for admittance to the dance. All school dress code requirements and code of conduct restrictions will be strictly enforced.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.
The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office. [See policy FFH.]

**Dating Violence**

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

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

**Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, 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 the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

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

**Sexual Harassment and Gender-Based Harassment**

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

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

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

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

**Retaliation**

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

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

**Reporting Procedures**

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

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

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

**Investigation of Report**

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

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

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

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

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

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

In its efforts to promote nondiscrimination, the district makes the following statements:
Medina Valley I.S.D. does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these requirements:

- **Title IX Coordinator for concerns regarding sex discrimination:**
  Dr. Kenneth Rohrbach
  Superintendent
  8449 FM 471 South
  Castroville, Texas  78009
  (830)931-2243 ext. 1105

- **Section 504 Coordinator for concerns regarding disability discrimination:**
  Stefanie Keller-Perkins, Director of Special Education
  8449 FM 471 South
  Castroville, Texas  78009
  (830)931-2243 ext. 1180

**DISPLAY OF AFFECTION**

Embracing, holding hands, or kissing is not an accepted practice on school campus. This type of conduct is not condoned in the school environment and may be subject to disciplinary action.

**DISTANCE LEARNING**

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

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

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

The school yearbook is available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than [number listed at FNAA(LOCAL) that defines distribution] copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

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

From Others

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

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

Prior review will not be required for:

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

All 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

Students must adhere to the MVISD Dress and Grooming Code.

At anytime 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 students and parents with choosing school attire, the following are standards of dress as they are applied at Medina Valley/Loma Alta Middle School:

GENERAL REQUIREMENTS

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

SHIRTS

- Acceptable styles are plain, geometric, floral, plaids, stripes, tee shirts, polo shirts, dress front button shirts, blouses, etc.
- 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 and be tucked in if it is below the middle of the hip.
- 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.
- Articles of clothing may not be carried (with the exception of a jacket or coat).

PANTS / SHORTS / SKIRTS / DRESSES

- Regular cut, full length jeans and pants are to be worn at the waistline and, if appropriate with a correctly-sized belt.
- Pants that sag or are worn below the waistline will not be allowed. Pants that are too tight fitting or that are too low-cut to allow proper wearing at the hip will not be allowed.
- Shorts in traditional styles are acceptable provided they are worn at the waistline and extend to the knee
- Skirts and dresses must be knee length or longer
- Proper shorts or dresses must be worn over tights. They must meet the requirements specified above.

OUTER WEAR

- Oversized outerwear, trench coats, dusters, or military jackets are not allowed.
SHOES

- Appropriate shoes must be worn at all times. Students may wear shoes or sandals with appropriate clothing. House shoes, shower shoes, or slippers may not be worn.
- Students must adhere to safety standards for footwear in lab classes as determined by the classroom teacher.

HAIR

- Must be a natural color, neatly groomed, and traditionally styled, with no unusually shaved areas, including designs shaved into the hair
- Medina Valley does not consider ponytails, two-tone colored, rat-tails, mohawks, faux hawks, braid/braids, or any other long hair style to be a traditional style of hair for boys.
- Hair must be out of the face completely and may not cover the eyes or one eye. Bangs that extend beyond the eyes must be pinned or clipped out of the face.
- Boys' hair may not touch the bottom of the collar; sideburns may not extend below the bottom of the ear.
- All students must be clean-shaven

ACCESSORIES

- Rings, watches, bracelets, and necklaces are allowed if not creating a distraction, safety or health concern.
- Girls may wear non-conspicuous earrings. Visible body piercings must be removed, coverings are not acceptable.
- Boys are not permitted to wear earrings or spacers of any kind. Earrings or visible piercings must be removed, coverings are not acceptable.
- Nails must be neatly manicured in a traditional fashion. Boys may not wear nail polish.
- Girls may wear natural or flesh toned shades of makeup in grades 7-12.
- Bandanas are prohibited.
- Spikes, chains, and studs are prohibited on clothing and as an accessory.

Hats, Caps, Sunglasses, etc.

- Students are not permitted to wear any head coverings in the school building. Students are not allowed to wear sunglasses on any part of their head or neck in the school building. Violations will result in the item being confiscated.

VIOLATIONS

If the principal or designee determines that a student's dress or grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. A student who repeatedly disregards the dress and grooming code shall be declared insubordinate and shall be subject to appropriate discipline procedures, including suspension or expulsion if circumstances warrant, in accordance with procedures and requirements in 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 Mobile Telephones

**Radios, CD Players, Other Electronic Devices, Games, and Cell Phones**

Students are not permitted to possess such items as pagers, radios, CD players, tape recorders, camcorders, cameras, electronic devices, games, or other telecommunications devices with text messaging at school, unless prior permission has been obtained from the principal. Students may possess iPods and MP3 players provided these devices are not used during school hours. **Cell phones may not be used at any time during the school day, even as a music playing device or for telling time unless authorized by a school administrator.** Smart Watches may only be used for telling time during the school day. Prohibited items or items used when not permitted will be collected and turned in to the principal’s office.

Retrieval of confiscated items will be according to the following schedule:

1st offense – Student pickup, $15 fine
2nd offense – Parent pickup, $15 fine
3rd offense – Parent pickup, $15 fine

Additionally, students may be subject to disciplinary action.

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

For safety purposes, the District permits students to possess cell phones; however, cell phones must remain **turned off, not simply silenced and out of sight** during the instructional day, including during all testing, unless they are being used for approved instructional purposes. If a student needs to call a parent, he/she may come to the office and use the office phone or use their cell phone with permission. The use of cell phones in locker rooms or restroom areas at any time while at school, or at a school-related or school-sponsored event, is strictly prohibited. Any disciplinary action will be in accordance with the Student Code of Conduct and will include confiscation of the device. [See policy FNCE] The district will not be responsible for any damaged, lost, or stolen electronic device. Students may report such loss/theft to the School Resource Officer.

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

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

**Acceptable Use of District Technology Resources**

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

**Unacceptable and Inappropriate Use of Technology Resources**

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child [http://beforeyoutext.com](http://beforeyoutext.com), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

**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.

**ENGLISH LANGUAGE LEARNERS**

A student who is an English language learner 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 an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 60, may be administered to an English language learner, or, for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related
to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English language 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.

**EXPECTATION LEVELS**

Middle School campuses have accepted the challenge of designing a bridge to make the transition from the elementary campuses and entry to the high school campus as smooth as possible. Students have been assigned to one academic team of teachers who work together to coordinate instructional programs. Instructional teams and the administration will effectively monitor students’ progress.

The middle school curriculum is developmentally appropriate and encourages critical thinking for all students. It challenges students across a range of subjects and promotes active learning strategies with auditory, visual, and tactile modes of instruction. Ways in which teachers can foster critical thinking and active learning are supported by programs and activities that teach young adolescents to become active citizens and promote their healthful physical and social development.

**Homework**

Some homework will be assigned in each course. The number and frequency of these assignments will be left up to the teacher’s discretion. Homework will be independent practice designed to reinforce skills already learned. In advanced level classes, independent research projects or papers may be assigned in lieu of homework.

Homework will be due on the date designated by the teacher with consideration given to the length of the assignment.

The following guidelines are to be observed in regard to homework assignments:

1. Type of Homework: Assignments will be of a length and difficulty so as to reinforce or build knowledge in the subject area.
2. Evaluation of Homework:
   - All homework, including preparatory assignments, will be evaluated.
   - If a student is absent on the day homework is due, it must be turned in the day of the student’s return to class.
   - All homework adheres to the make-up policy.
3. Communication: Teachers will maintain communication to ensure daily homework assignments are balanced within the curriculum.

**Intervention Programs**

The following intervention programs are in place through Special Education:

- Learning Lab (Spec Ed, 504, ESL, and students identified through Intervention Process)
- Self-Improved Disciplinary Education (BIP)
- Inclusion classes for academic areas of all core content.

In regular education, we offer intervention in reading, writing, and mathematics. Our intervention programs for students at risk of failure include:

- Reading Academy
- ELA Academy
- Math Academy
- Reading Enrichment
- A+ Program
- Pull-out Tutorials
- Collaborative Wednesday Tutorials
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor.

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

[See http://www.uiltexas.org for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
● Personal physical education and athletic equipment and apparel.
● Voluntarily purchased pictures, publications, yearbooks, graduation announcements, etc.
● Voluntarily purchased student accident insurance.
● Musical instrument rental and uniform maintenance, when the District provides uniforms.
● Personal apparel used in extracurricular activities that becomes the property of the student.
● Student identification cards.
● Fees for lost, damaged, or overdue library books.

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

FINAL EXAM EXEMPTIONS
Students who meet guidelines for attendance, course grades, and STAAR and Benchmark scores may earn exemptions from some final exams.

Foster Care Students
In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

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

[See also STUDENTS IN PROTECTIVE CUSTODY OF THE STATE for more information]

FUNDRAISING
Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. Except as approved by the principal, fundraising is not permitted on school property. [For further information, see policies FJ and GE.]

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

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

All Grade Levels
For six weeks grade reporting, a student’s actual numerical grade shall be reported on the report card provided the student has been provided documented opportunities to improve the grade prior to the end of the reporting period.
SIXTH GRADE
Language Arts              Social Studies
Science                   Math
Physical Education (PE)
Choice of one elective:
- Band, Future Problem Solving, Art, Choir, Theatre Arts, Math Academy or Reading Academy

SEVENTH GRADE
Reading/Writing           Texas History
Science                   Math
Physical Education (PE)/Athletics
Choice of one or two electives:
- Band, Spanish, Art, Future Problem Solving, Choir, Theatre Arts, Journalism, Math Academy or Reading Academy.

EIGHTH GRADE
Language Arts             American History
Math or Algebra I         Science
Health/Career Explorations Technology Applications
Choice of two electives:
- Athletics, Art, Band, Choir, Spanish, Office Aide, Future Problem Solving, Theatre Arts, Journalism, Robotics, Math Academy, ELA Academy.

Report Cards/Progress Reports and Conferences
Report cards of your child’s grades or performance and absences in each class or subject are issued to parents at least every six weeks.
At the end of each three weeks of a grading period, parents will be given a written progress report of their child’s performance in each course (in English language arts, mathematics, science and social studies). If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.
Teachers follow grading guidelines that have been approved by the principal/superintendent and designed to reflect each student’s academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or the teacher did not follow the district’s grading policy. The board’s decision is not subject to appeal. (See policies EIA).
Questions about grade calculations should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).
The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.
Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 5 days.
Grading and Report Cards

Report cards will be given to students after the end of the six weeks. Report cards are to be returned to the homeroom teacher within 5 days after the report card is issued to the child with a parent signature. Numerical grades shall be used on report cards. The letter equivalent of these scores is as follows:

<table>
<thead>
<tr>
<th>Numerical</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 - 75</td>
<td>C</td>
</tr>
<tr>
<td>74 - 70</td>
<td>D</td>
</tr>
<tr>
<td>69 or below</td>
<td>Failing</td>
</tr>
</tbody>
</table>

When a student is transferred from a course in which he/she is failing to a different course in the same subject areas, the following procedures will be in effect:

1. Previous six weeks grades will be transferred to the new classroom for the same course.
2. The grade earned in the classroom which the student transferred from will be used in computing the overall six weeks grade in the class to which he/she transferred.
3. The teacher may require that the student make-up all or part of the work missed during the portion of the course not attended by the student. The extent of make-up work required is at the discretion of the teacher.
4. The student will take and be graded on his/her performance on the six weeks test in its entirety, regardless of whether or not all missed work was make-up.

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade below 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days.

Conferences may be scheduled at the request of a teacher or parent.

Academic Honesty

Academic honesty is a matter of integrity and is essential to the development of character. Any student who submits the work of another person without proper documentation shall receive no credit for the assignment. A documented parent contact will be made by the teacher to inform the parent in such a case.

HALL PASSES

Any time a student leaves class during the class period he/she must have in possession his/her personal hall pass. Students found in the hallway without a pass may be subject to disciplinary actions. Students who must leave the campus must first receive a pass from the office.

HAZING

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

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

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.

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

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

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

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

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

**Bacterial Meningitis**

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

- **What is meningitis?**

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

- **What are the symptoms?**

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

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

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

  - **How serious is bacterial meningitis?**

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

  - **How is bacterial meningitis spread?**

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

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us.

* NOTE: TDSHS 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.

**Food Allergies**

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

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

**Head Lice**

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

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

Physical Activity Requirements

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

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

School Health Advisory Council (SHAC)

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

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

[See policies at BDF and EHAA.]

Student Wellness Policy/Wellness Plan

Medina Valley ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Patricia Mechler at 830-931-2243, ext. 1217 with questions about the content or implementation of the district’s wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food Services at 830-931-2243 ext. 1121. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.
The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

**Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the facilities office. If you have any questions or would like to examine the district’s plan in more detail, please contact the district’s designated asbestos coordinators, at 830-931-2243 ext. 4000.

**Pest Management Plan**

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

All pesticides used are registered for their intended use by the 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 further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator, at 830-931-2243 ext. 4000.

**HEALTH SCREENING**

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

Any other student can be screened if necessary.

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

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

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

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

Additional information and resources can also be found on the MVISD district website at [www.mvisd.com](http://www.mvisd.com) under the Parents tab.
HOMEWORK

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

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. All homework will be reviewed and/or checked and returned to the student within three days unless the teacher has stated a specific reason for the work not being graded. Students who repeatedly fail to complete assignments may receive an academic referral and/or assignment to Saturday school.

Late homework will be accepted only in accordance with campus and district policies as outlined by each campus.

IMMUNIZATION

Immunization records for every student must be on file with the school nurse. All immunizations should be completed by the first day of attendance. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or for 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 Health, Immunization Division, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://corequest.dshs.texas.gov/. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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:

Minimum State Requirements: Grades Kindergarten through 12 vaccines:

- Four doses polio vaccine unless the 3rd dose was on or after 4th birthday. 1 dose must be after 4th birthday.
- Five doses of any combination DPT/DTaP vaccine (Diphtheria Tetanus Toxoid and Pertussis) unless 4th dose was given on or after 4th birthday. 1 dose must be after 4th birthday.
- Students 7 years or older: Three doses of any combination Td/DT/DTP/DTaP/DT vaccine. (Pertussis vaccine is not required.) One dose of Td required ten years after last dose of DTP/DTaP/DT.
- Two doses of a measles-containing vaccine (MMR) measles, Mumps, Rubella, with the first dose on or after the first birthday; second dose by age 5 or entry into kindergarten.
- Three doses Hepatitis B vaccine are required
- One dose of Varicella vaccine received on or after 1st birthday (Two doses if vaccine is given at 13 years of age or older)
- Two doses of Hepatitis A vaccine on or after 2nd birthday for grades K-3 only.
- Documentation of previous chickenpox illness may substitute for vaccination.
- Hepatitis A is only required by law for Pre-K students in Medina County at this time.

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

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

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

**LATE ARRIVAL TO CLASS / TARDIES**

Students are expected to arrive at all classes on time. Tardies are accounted for cumulatively and consequences are administered accordingly. Repeated instances of tardiness will result in more severe disciplinary action.

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**

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

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

**Students Taken Into Custody**

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

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

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

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

**Notification of Law Violations**

The district is required by state law to notify:
● All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

● All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

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

LEAVING CAMPUS

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

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

● For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.

● If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time During the School Day

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

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

LOST AND FOUND

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

Makeup Work Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with the timelines approved by the principal and previously communicated to students.

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

A student who does not make up assigned work within the time allotted by the teacher may receive a zero, an academic referral, and possible assignment to After School Detention or Saturday school.

DAEP Makeup Work

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

In-School Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).] Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

MEDICINE AT SCHOOL

In the best interest of safety concerning medication & medical procedures, the following recommendations are made:

1) Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
2) The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher’s aides, or any other classified person employed by a school district.
3) Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse’s office. If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to
school. The original container with the proper labeling should be placed in a sealed envelope.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified in number 4 above. Failure to comply with this requirement will result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.**

**Psychotropic Drugs**

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

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

**PARTIES**

There will be no food or drink brought to school for the purpose of a classroom party unless it is an occasion which has been approved in advance by the principal. Students are not allowed to bring food or drink to be shared with other students in the cafeteria or common areas at any time.

**Nondiscrimination Statement**

In its efforts to promote nondiscrimination and as required by law, Medina Valley ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- **Title IX Coordinator**, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Kenneth Rohrbach, Superintendent, 8449 FM 471 South Castroville, TX 78009 830 931-2243.
- **ADA/Section 504 Coordinator**, for concerns regarding discrimination on the basis of disability: Stefanie Keller-Perkins, Director of Special Education, 8449 FM 471 South Castroville, TX 78009 830 931-2243.
- All other concerns regarding discrimination: See the superintendent, Dr. Kenneth Rohrbach 830 931-2243.

[See policies FB, FFH, and GKD.]

**Parent and Family Engagement**

**Working Together**

Both experience and research tell us that a child’s education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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 of your child’s school activities and with the academic programs, including special programs, offered in the district.

• Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

• Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

• Monitoring your child’s academic progress and contacting teachers as needed.

• 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.

• Becoming a school volunteer. For further information, see policy GKG and contact the campus principal.

• Participating in campus Parent Teacher Organization (PTO).

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

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

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

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

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

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics’ Participation

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. The district requires all athletes to be examined every 2 year before participation in any UIL athletic event. Physicals for participation run from May to May of each year and should be completed prior to 7th, 9th, and 11th grade.

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.

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]
**PRAYER**

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

**PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. To earn credit in a course, a student must receive at least a grade of 70 based on course-level or grade-level standards.

In grades 1-8, promotion is based on an overall average of 70 on a scale of 100 points based upon course level, grade-level standards (TEKS) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, and either science or social studies.

In addition, at certain grade levels a student – with limited exceptions - will be required to pass the State of Texas Assessment of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and April 15 and the date of the first administration of the STAAR:

- In order to be promoted to grade 6, students enrolled in grade 5 must have passed the Mathematics and Reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must pass the Mathematics and Reading sections of the grade 8 assessments in English.

Parents of a student who do not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to take the test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. (See policy EIE).

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

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 graduation 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 identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instructional program for the student. (For additional information, see the counselor or principal and policy EIF).

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.
RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time. A student who needs to leave school during the day must bring a note from his/her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day. If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parents.

SAFE & DRUG-FREE / SAFE SCHOOL SERVICES

The following services and programs are provided at MVISD schools as appropriate:

- School resource officers
- Social workers
- Abstinence curriculum
- Parenting program
- Character education programs
- Drug/alcohol awareness programs
- Bullying Prevention

For more information, contact a campus administrator or counselor.

SAFETY

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

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

Accident Insurance

Soon after school opens, 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. Under state law, the District cannot pay for medical expenses associated with a student’s injury. The District does make available, however, an optional, low-cost accident insurance program for students to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the MVISD office.
Preparedness Drills:  Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

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 previously provided to the district has changed.

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: email, text or phone message to provided contact information.

Reminder: Our district is Medina Valley ISD, not to be confused with Medina ISD in Medina, TX

Skateboards, Roller skates, etc.

Skateboards, Roller skates, Heelies, and any other recreational wheeled devices are strictly prohibited on MVMS/LAMS property 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.

SCHOOL FACILITIES

ARRIVAL / DISMISSAL

Students should arrive on campus no earlier than 7:30 a.m. and be picked up by 4:15 p.m. in front of the Middle School Campus.

- The drop-off and pick-up area for all students is in front of the building, and students will enter the appropriate designated waiting area.
- For safety purposes, students must be dropped off and picked up only along the curb. Parents, who wish not to pull up along the curb, are welcome to park and escort your student across the parking lot and across the crosswalk, but students will not be allowed to walk across the parking lot alone.
- Buses will unload and load students in the front of the Middle School. Students exiting the buses will proceed to the designated areas indicated above depending on their grade level.
All students will need to be picked up by 4:15 p.m. unless parents have communicated with the administration (principal or assistant principal).

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.

There will be designated areas open to students before school, beginning at 7:30 a.m. Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately, no later than 4:15 pm.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Loitering on school premises after 4:15 pm will not be permitted. Parents are to make arrangements to pick up their student(s) after school is dismissed. (Students participating in extracurricular activities will be under the supervision of their adult sponsor.)

Cafeteria Services

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

1. 1 cup Fruit offered daily (students are required to take ½ cup fruit or vegetable daily)
2. 3/4 cup Vegetable daily (the lunch meal must include the following each week:
   a dark green vegetable, a red/orange vegetable, a bean &/or legume, a starchy vegetable, and an “other” vegetable)
3. Maximum of 2 oz eq Grain servings daily or 10 oz eq/week (100% of all grains must be whole grain-rich)
4. Maximum of 2 oz eq Meat/Meat Alternate daily or 10 oz eq/week
5. 1 cup Milk daily

The minimal breakfast requirements this year are as follows:

1. 1 cup Fruit and Juice offered daily (students are required to take ½ cup fruit or fruit juice at the breakfast meal)
2. 1-2 oz eq Grain servings daily (100% of all grains must be whole grain-rich)
3. 1 cup Milk daily
4. Meat/Meat Alternate may be added to the menu as appropriate to support the meal or as an “extra” food item

Free and reduced-price breakfast and lunch meals are available to students who qualify. To apply, complete the meal application in the “back-to-school” packet. 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 9, 2018. Information about a student’s free and/or reduced status is confidential and will not be shared others.

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 alternate 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.

The District follows the new federal and state program, **Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010**, for snack foods being served or sold on school premises during the school day. [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.** ANY OUTSIDE GROUPS 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 Olga Perez (olga.perez@mvisd.org) or the campus Cafeteria Manager for more information.

Breakfast costs are $1.50 for students and $2.10 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.

**Lunch ID Numbers**
Due to our large number of students, students are required to memorize their lunch ID number and to have on hand their student picture ID. Parents are encouraged to pay for their child’s lunch on a monthly basis. Payment may be made either in the cafeteria or on-line at [https://www.myschoolbucks.com/](https://www.myschoolbucks.com/). Please use the student’s 6 digit identification number when paying online.

Students may bring lunch from home, eat the meal served in the cafeteria, and/or buy snacks from the snack bar. Milk or water may be purchased to drink with sack lunches brought from home. Breakfast will be served in the cafeteria from 7:30 a.m. to 8:10 a.m. Students must be finished eating by 8:10 a.m. Lunches are served between 10:58 a.m. and 1:12 p.m. (Breakfast serving time exceptions will be made as needed.)
Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Other books may be checked out for 2 weeks and may be renewed. Overdue books will be assessed a fine of five cents per day, with one day grace period. Lost books must be paid for regardless of circumstance. If a student checks out a book, the student is responsible for all fines and fees regardless of who uses the book. For that reason, it is recommended that students do not lend library books to others.

The library is to be used for the following:
1. Reference use.
2. Homework.
3. Recreational reading.

Any teacher may write a pass for use of the library. Students must have a legitimate reason for asking for a library pass. The purpose for using the library will be put on the pass and will be checked by the librarian when the pass is used. The library is not to be an escape from other activities. Persons consistently abusing their pass privileges will not be allowed to use the library. Students will be required to participate in the Accelerated Reader Program. The school offers a number of comprehension tests over various groups of library books. Students will check out, read, and be tested over library books periodically. Parents are encouraged to ask students about this program. By rewarding students for participating in the program, parents can greatly impact the effectiveness of the program. The 21st Century workplace will have very few opportunities for non-readers. Please encourage your students to read daily.

Meetings of Non-curriculum-Related Groups

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

SEARCHES

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

Students’ Desks and Lockers

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

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

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

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

Telecommunications and Other Electronic Devices

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

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

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student’s parent will be contacted. If a search is also refused by the student’s parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. A locker, a vehicle, or an item in a classroom to which a trained dog alerts may be searched by school officials.

The visits to schools shall be unannounced. The dogs shall not be used for random sweep searches of students.

REMEMBER, STUDENTS WILL BE HELD RESPONSIBLE FOR ANYTHING FOUND IN THEIR POSSESSION AND THAT EXPULSION WILL BE CONSIDERED FOR ANY STUDENT CAUGHT IN POSSESSION OF ANY AMOUNT OF ILLEGAL SUBSTANCE.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, migrant students, bilingual students, students with limited English proficiency, dyslexic students, students with disabilities, and teen parents. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the campus principal.

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 person listed below to learn about the District’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other 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 Identification of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide 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 that 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 Gerri Butler or Jorge Jurado, Vice Principal, (830) 931-2243, at the Middle School campus.

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)]

Listed below are some but not necessarily all of the special programs offered by Medina Valley ISD:

1. **PAASS/Intervention Process:** Students in danger of not graduating from high school are identified through referrals from professional staff and parents as well as through an on-going screening process by the school’s counseling and administrative staff. Identified students are given extra services such as tutoring, peer assistance, cooperative efforts between parents and the school, Math, Reading or Science Academies, AIMS program, special education placement, and special monitoring.

2. **ESL Education:** English as a Second Language (ESL) programs shall be provided at the Middle School for the purpose of assisting the learning ability of limited English proficient students and enhancing their use of the English language. Identification for possible ESL placement is done through the use of a home language survey. Potentially eligible students are administered TEA approved tests and depending upon the results assigned, with parental approval, to appropriate special language programs.

3. **Drug Prevention:** A drug prevention program is also coordinated in the District through counseling services. Through this program, special counseling will be available to both students and parents of those students.

4. **Gifted and Talented:** Eligibility for the Gifted and Talented program will include students who have been identified as Gifted and Talented in any of the four core academic areas of Language Arts, Mathematics, Science and Social Studies. Students that are identified and that have parental permission will participate in a program designed to foster and promote critical and creative thinking within their specific content area of identification.

5. **Compensatory Education:** Eligibility will include students who have been identified as being at risk of dropping out of school as well as those students who have failed to master any portion of the most recently administered STAAR test. The Middle School offers Reading and Math Academy classes for a 48 minute period each day for students who failed the recently administered STAAR test and are reading below grade level. Math Academy and Reading Academy are offered as required elective classes for qualifying students in 6th, 7th and 8th grades.

6. **Special Education:** Eligible handicapped students shall be provided a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. To be eligible for special education services, a student must have been determined to have one or more of the handicapping conditions listed in federal regulations or in state law.

Parents of students receiving special education services are encouraged to attend and participate in the decision making process of ARD meetings. A five day advance written notice will be provided.

**STANDARDIZED TESTING**

**STAAR (State of Texas Assessments of Academic Readiness)**

**Grades 3–8**

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level.

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

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 will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 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 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.

STEROIDS

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

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

STUDENT IDs

The number one priority of Medina Valley/Loma Alta Middle School is the safety of all students. An integral part of this safety is the ability to control access to the building and to be able to identify individuals who do not belong on campus. All students are required to wear a current student photo ID on a lanyard around his/her neck at all times. Failure to wear a student ID will result in disciplinary consequences. If a student loses, disfigures, breaks, or damages his/her student ID, a new ID may be purchased in the office prior to the start of school for $5.00. Once school starts, failure to have an ID will result in a disciplinary consequence. Students who do not have the necessary $5.00 to purchase a replacement ID will be allowed to obtain a temporary ID once during a school year. If a student has previously obtained a free temporary ID or if he/she refuses to purchase a new ID, the student will be assigned a disciplinary consequence unless a parent can either bring the missing ID or the money for a replacement during the same day.
STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

Please contact Sandra Rodriguez, who has been designated as the district’s foster care liaison, at 830-931-2243 ext. 1239 with any questions.

STUDENT ORGANIZATIONS

Student organizations allow our students to participate in activities where they will learn and experience skills of leadership, develop character, participate in service projects and improve academic skills. Students belonging to these organizations will be held to a higher standard of conduct as described in each organization’s constitution.

Student Council

The Student Council will focus on the attainment of the following goals:

● Shaping Visions and Goals,
● Helping group make decisions,
● Resolving conflicts,
● Motivating members,
● Getting recognition for the group in its community,
● Getting respect for the group,
● Cooperating with other groups to accomplish shared goals.

Community service projects are undertaken each semester in an effort to involve the student body in community wide affairs. Students will attend district student council activities to get ideas for the upcoming year.

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 are:

❖ SCHOLARSHIP
❖ CITIZENSHIP
❖ DEPENDABILITY
❖ 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 rules and regulations of the school
● Lack of cooperation with sponsors
● Failure to maintain the grade average required by the organization
● Conduct/discipline or attendance problems.

Removal from office will be subject to administrative review.

To help ensure that this will occur, the authority to veto any nominations of students for offices, honors, or honorary memberships will be extended to the following staff members:

1. Principal and Assistant Principal
2. Sponsoring Teachers

A student must have a majority vote to be declared elected. Elections of every type must be by secret ballot. Class officers shall consist of President, Vice President, Secretary/Treasurer and a minimum of two Student Council Representatives. The student council sponsor and the administration must approve selected persons. The student council sponsor will conduct elections for the upcoming school year during the last grading period of the previous school year.
National Junior Honor Society
Membership to the National Junior Honor Society (NJHS) will be by invitation only. Students with a cumulative grade point of 90.00 and above by the end of the third nine weeks grading period in the core academic subjects – Math, Language Arts, Science and Social Studies – will be invited to apply for membership.

Students will complete an application which includes two teacher and/or adult leader letter of recommendation to be completed and returned to the NJHS sponsor. After the application form is completed and recommendations collected, a point value will be assessed based on activities in which the student has been involved. This data will be placed on a rubric to determine if membership will be extended to the student.

All members will be inducted in a formal Induction Ceremony during the spring semester of each year.

Members will be involved in service projects agreed upon by the sponsor and the students.

UIL Academic Contests
All students are allowed to try out for participation in the University Interscholastic League (UIL) contest each spring. The District literacy contest is held each spring and several other practice meets are held during the year. Events that are usually included in the meets are number sense, oral reading, spelling, calculator, science, ready writing, music memory, picture memory, modern oratory, impromptu speaking, listening, etc. In order to participate in any extracurricular activity, a student must be passing all of his/her classes with a minimum grade of 70.

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 (TDSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: http://www.dshs.state.tx.us/mhsa-child-adolescent-services/.

SUICIDE AWARENESS
The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access http://www.texassuicideprevention.org or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL
The Middle School administrative staff will establish criteria for summer school participation. For Middle School students, summer school is restricted to 8th grade students who, in accordance with SSI, are required to take a third administration of the Math and Reading STAAR test.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS
Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.
TRANSFERS

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

TRANSPORTATION

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

The state of Texas prescribes the conditions governing school bus operations. All drivers have been trained, instructed on all current rules and regulations that pertain to school transportation and have been certified by the State of Texas. In order to meet the conditions outlined by the state of Texas in providing safe and timely transportation of all students, the Medina Valley school district has adopted rules/regulations and has provided disciplinary procedures for violations of these rules/regulations. The rules are outlined in the text that follows and we ask they be read and explained to your child/children.

Discipline procedures have been designed to provide our student-riders with every opportunity to resolve any problems they may have on the bus. In general three documented warnings will be given. After this, a conduct report will be issued and sent to the campus administrator who will then take appropriate action.

Due to continued increase in enrollment in our school district, many of our buses are running at or near capacity. Therefore, we do not honor “passes” for students to ride a bus other than the one to which they have been assigned.

It is the position of the Transportation Department that transportation is offered to and from a student’s established residence and any variation to what is being offered is the responsibility of the parent.

School-Sponsored

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

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. 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.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. 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 bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instruments cases, and other objects out of the aisle.
- Not deface the bus, van 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 bus or van.
- Be seated while the vehicle is moving.
- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times. Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.
General Safety Rules
1. 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.
2. Board and exit the bus at your designated stop ONLY
3. Students will ONLY ride their assigned bus determined by their physical address.
4. It is the parent’s responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:
1. Be at your designated stop at least 5 minutes before scheduled pick up time. Drivers cannot wait or honk.
2. Stand on the sidewalk or back from the roadway while waiting at the stop.
3. 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.
4. 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
1. Do not push or shove
2. Wait until the door opens before approaching the bus.
3. Use handrail and steps.
4. Go directly to your assigned seats. The driver will not move the bus until all students are seated.
5. It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
6. 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.

Conduct on the bus
1. Remain seated at all times
2. Do not change seats without permission from driver and monitor.
3. Students will not refuse their assigned seats nor will they deny another student a place to sit.
4. Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
5. Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
6. Do not throw objects inside or out of the bus. NO littering.
7. 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.
8. Students will not intentionally shove, push or physically harm another student or staff member.
9. Students will not engage in bullying, sexual harassment or harassment of any kind.
10. 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:
1. Stay seated until the bus has reached a complete stop and the door has been opened.
2. Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
3. Look both directions when crossing the road and never walk behind a bus.
4. 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.
5. 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:
1. 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.
2. ALWAYS look in both directions and do not cross behind the bus.
3. 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:
1. Follow all instructions from the driver and monitor.
2. If you leave the bus, stay within the group.
3. 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:
1. All tobacco products including vapor products of any kind.
2. Food or gum (eating is not allowed on the bus). Water is allowed.
3. Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
5. Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
6. Live animals or insects
7. Laser pens or pointers

The following infractions are grounds for immediate removal:
1. Conduct that is considered assault or terroristic threat.
2. Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
3. Being under the influence of controlled dangerous substances, marijuana or alcohol.
4. Profanity or gestures directed toward the driver, monitor or students.
5. Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
6. Fighting while on the bus or bus stops.
7. Possessing any unsafe materials such as weapons.
8. Possessing inappropriate or pornographic material.
9. 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 school year

**Board policy states that transportation services WILL NOT be provided for students in the DAEP program**

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first.
All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

**Visitors Participating in Special Programs for Students**

On Middle 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.

**WITHDRAWING FROM SCHOOL**

A student under age 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal’s office.

On the student’s last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record.

A student who is 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. Books, materials and any fines or money owed will be given to the proper person. Grades will not necessarily be on the withdrawal form but will be sent to the new school when records are requested or transferred.
Glossary

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

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

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

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

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

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

**ESSA** is the Every Student Succeeds Act passed by the federal government in December 2015.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or district-wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

**PSAT** is the preparatory and readiness assessment for the SAT.

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

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

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.
STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments.

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.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.
APPENDIX I:
Freedom from Bullying Policy

STUDENT WELFARE: FREEDOM FROM BULLYING

Adopted on (2/27/2012)

http://policyonline.tasb.org/Policy/Search/883?filter=ffi%20local