



MANSFIELD INDEPENDENT SCHOOL DISTRICT

2021–2022 Student Handbook (All levels)

ENGLISH VERSION

Revised 10/21

If you have difficulty accessing the information in this document because of disability, please contact your student's campus.

Table of Contents

Preface	5
Accessibility	6
Section I: Parental Rights	7
Consent, Opt-Out, and Refusal Rights	7
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	10
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ...	12
Students with Exceptionalities or Special Circumstances.....	17
Section II: Other Important Information for Students and Parents	23
Absences/Attendance	23
Accountability under State and Federal Law (All Grade Levels)	28
Armed Services Vocational Aptitude Battery Test.....	29
Bullying (All Grade Levels).....	29
MISD Bullying Policy	30
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only).....	31
Celebrations (All Grade Levels)	32
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)	32
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only).....	34
Class Schedules (Secondary Grade Levels Only)	34
College and University Admissions and Financial Aid (Secondary Grade Levels Only)	34
College Credit Courses (Secondary Grade Levels Only)	35
Communications—Automated	35
Complaints and Concerns (All Grade Levels)	36
Conduct (All Grade Levels)	36
Counseling	37
Course Credit (Secondary Grade Levels Only)	38
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels).....	38
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	38
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	39
Discrimination	42
Distance Learning (High School).....	42

MISD Student Handbook

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	42
Dress and Grooming (All Grade Levels).....	44
Electronic Devices and Technology Resources (All Grade Levels)	46
Student Device Overview	47
<i>MISD Student Responsible Use Policy (RUP)</i>	48
English Language Learners (All Grade Levels).....	56
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	56
Fees (All Grade Levels)	58
Fundraising (All Grade Levels).....	59
Gang-Free Zones (All Grade Levels)	59
Gender-Based Harassment	59
Grade-Level Classification (Grades 9–12 Only)	59
Grading Guidelines (All Grade Levels).....	59
Graduation (Secondary Grade Levels Only)	59
Graduation Honors.....	65
Harassment	66
Hazing (All Grade Levels).....	66
Health-Related Matters.....	66
Homeless Students (All Grade Levels).....	71
Homework (All Grade Levels).....	72
ID Cards (High School)	72
Illness.....	72
Immunization (All Grade Levels)	72
Law Enforcement Agencies (All Grade Levels).....	73
Leaving Campus (All Grade Levels)	74
Closed Campus	75
Lost and Found (All Grade Levels).....	76
Makeup Work.....	76
Medicine at School (All Grade Levels).....	77
Messages (All Grade Levels).....	79
Nondiscrimination Statement (All Grade Levels).....	79
Nontraditional Academic Programs (All Grade Levels).....	80
Parent and Family Engagement (All Grade Levels)	80

Physical Examinations/Health Screenings.....	81
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	81
Prayer (All Grade Levels)	82
Promotion and Retention	82
Release of Students from School	83
Report Cards/Progress Reports and Conferences (All Grade Levels)	83
Retaliation	83
Safety (All Grade Levels).....	83
SAT, ACT, and Other Standardized Tests.....	84
School Day (All Grade Levels).....	85
http://www.mansfieldisd.org/page.cfm?p=4635	85
School Facilities	85
School-sponsored Field Trips (All Grade Levels)	86
Searches	86
Sexual Harassment.....	88
Special Occasions (All Grade Levels)	88
Special Programs (All Grade Levels).....	88
Standardized Testing.....	88
Steroids (Secondary Grade Levels Only)	90
Students in Foster Care (All Grade Levels).....	90
Student Speakers (All Grade Levels)	91
Substance Abuse Prevention and Intervention (All Grade Levels)	91
Suicide Awareness and Mental Health Support (All Grade Levels)	91
Tardies (All Grade Levels).....	91
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	92
Transfers (All Grade Levels).....	92
Transportation (All Grade Levels)	92
Vandalism (All Grade Levels).....	93
Video Cameras (All Grade Levels)	93
Visitors to the School (All Grade Levels)	94
Guidelines for Visitors at Lunch	94
Volunteers (All Grade Levels).....	95

Voter Registration (Secondary Grade Levels Only) 95

Withdrawing from School (All Grade Levels) 95

Appendix..... 97

Class Rank/Highest-Ranking Student (High School)..... 97

Class Schedules (All Grade Levels) 97

College and University Admissions (High School)..... 97

College Credit Courses (High School)..... 98

Course Credit (High School) 98

Credit by Examination for Advancement/Acceleration—If a Student Has Taken the
Course/Subject (All Grade Levels)..... 99

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the
Course/Subject (All Grade Levels)..... 99

Driver License Attendance Verification (Secondary Students) 101

Exam Exemptions (High School)..... 101

Grade Level Classification 103

Grading Guidelines 104

Student Welfare: Freedom from Bullying 118

Glossary122

Index.....125

Preface

Parents and Students:

Welcome to the new school year!

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

The Mansfield ISD 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 offers 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 is 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.

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

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

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

Therefore, parents and students should become familiar with the Mansfield ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mansfieldisd.org and is available in hard copy at the campus upon request. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

If you or your child has questions about any of the material in this handbook, please contact campus administration.

Your child's school will request that you provide contact information, such as your current phone number and e-mail 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 or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see **Safety** for information regarding contact with parents during an emergency situation.

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

1. Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
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
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 8 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 9 for more information.]

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office and an electronic copy is available at <http://pol.tasb.org/Home/Index/1104> .

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Student Services at 817-299-6360 or your student's campus.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

Note: An evaluation may be legally required under special education rules 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 a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

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

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,

- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

[See **Video Cameras** on page 93 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

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

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

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

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 student's education records without written consent.

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

- E-mail(s)
- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating school wide 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.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name; address; photograph; degrees, honors, and awards received; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status. If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name; photograph; degrees, honors, and awards received; grade level, and most recent educational institution attended.

However, a parent or eligible student may object to the release of a student’s directory information. Any 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.]

Also review the information at **Authorized Inspection and Use of Student Records** on page 13.

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

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

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

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

- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parent.
- 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.

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

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her 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) makes recommendations for course materials.

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

State law 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.

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

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

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

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

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 81 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

[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

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review 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,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- 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

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 8, are the right to:

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

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

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

Before disclosing 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 parent—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 control of the records goes to the student as soon as the student:

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

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

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

- When district 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 medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A 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, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
 - When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 8 for opportunities to prohibit this disclosure.]

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

The campus principal is custodian of all records for currently enrolled students at the assigned school. The superintendent or designee 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 reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who 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.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 83, and **Complaints and Concerns** on page 36 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or at <http://pol.tasb.org/Policy/Code/1104?filter=FL>.

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

Teacher and Staff Professional Qualifications

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

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

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

Students with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

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

Safety Transfers/Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Director of Campus Support for information.

- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 29, and policies FDB and FFI.]

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

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

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

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

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

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;

- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See also **Credit by Examination for Advancement/Acceleration** on page 38, **Course Credit** on page 38, and **Students in Foster Care** on page 90 for more information.]

A Student Who Is Homeless

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

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

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 38, **Course Credit** on page 38, and **Homeless Students** on page 71 for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The

implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

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

Special Education Referrals

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

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

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

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

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

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

Note: A request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for

identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Executive Director of Special Populations at 817-299-4300.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Director of STARS/SPED Compliance at 682-314-1763.

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 22.]

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

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

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

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

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, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

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

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

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

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

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

[See policy FB.]

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

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 a campus administrator.

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 student'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 18

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

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

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

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining 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;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- 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 17 for that section.]

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excuse absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See Driver License Attendance Verification on page 26.]

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Age 19 and Older

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

Between Ages 6 and 18

When a student between ages 6 and 18 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 the student'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.

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 policies FEA(LEGAL) and FED(LEGAL).]

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

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

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

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 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 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 (All Grade Levels)

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 a specific time determined by the district (times per level may vary) 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 (All Grade Levels)

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

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

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 (All Grade Levels)

Within 3 days of returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. 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 to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Family Trips (All Grade Levels)

Students shall be excused for family trips, subject to the following guidelines:

- **Parents must notify the school in advance in writing.**
- Students must make prior arrangements (at least one week) with teachers for make-up work.
- Semesters exams will not be given early.
- A maximum of **five consecutive school days or one trip per year** shall be allowed. These days are included in the 90% permitted by law. **[Board Policy FEC (Local)]**

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Accountability under State and Federal Law (All Grade Levels)

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

This information can be found on the district's website at www.mansfieldisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

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

Please contact the principal for information about this opportunity.

Bullying (All Grade Levels)

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

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. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by contacting MISD Police or campus administration.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to 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 the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 17.]

MISD Bullying Policy

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

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

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

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

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

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

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

circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying.

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

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

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

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

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

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

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

[See **Safety Transfers/Assignments** on page 17, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39, **Hazing** on page 66, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

Mansfield ISD provides a large selection of CTE courses. A majority of the courses are offered at Ben Barber Innovation Academy. Admission to these programs is based on diverse criteria which are outlined in the High School Course Description Guide. These courses provide students the potential for college credit, industry level training, certifications, and internships that can be aligned with students' career pathway preferences. Questions regarding MISD Career and Technology programs can be answered by calling BBIA at 817-299-1900 or by accessing the Ben Barber website.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** on page 79 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

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

[See **Food Allergies** on page 68.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <http://pol.tasb.org/Policy/Code/1104?filter=DMA>. Trafficking includes both sex and labor trafficking. 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.

Parents, 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 39.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

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

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2021 terms and spring 2022 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

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

College Credit Courses (Secondary Grade Levels Only)

[See appropriate Appendix for High school and Middle School guidelines.]

Communications—Automated

Emergency

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

[See **Safety** on page 83 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 83 for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be obtained in the principal's or superintendent's office or at <http://pol.tasb.org/Policy/Code/1104?filter=FNG>.

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.

In accordance with Texas Education Code 26.001, the Board is not required to address a complaint concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Chapter 26 of the Education Code. A Level Three extracurricular activity complaints shall be heard by the District's extracurricular activity committee established by the Superintendent. The decision of this committee is final and may not be appealed to the Board.

Conduct (All Grade Levels)

Applicability of School Rules

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

Deliveries

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.

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

Social Events

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

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

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

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

Personal Counseling (All Grade Levels)

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

[See **Substance Abuse Prevention and Intervention** on page 91, **Suicide Awareness and Mental Health Support** on page 91, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 32.]

Course Credit (Secondary Grade Levels Only)

[See appropriate Appendix for High and Middle guidelines.]

Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

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

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

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

[For further information, see policy EHDC.]

Kindergarten Acceleration

[For further information, see policy EHDB and EHDC.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an

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

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [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 parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Distance Learning (High School)

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations.**] 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.

The additional distance learning opportunities available to district students are Mansfield ISD Virtual School or another course provider selected by MISD.

If you have questions or wish to make a request that your child be enrolled in a Distance Learning course, please contact a school counselor. A student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

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.

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

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

School Materials

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

The school newspaper and the yearbook are 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 campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal has designated 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 non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the District's Communication Department for prior review. The District's Communication Department 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 campus principal has designated the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

General Guidelines

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgement may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing and/or accessories that:

- Are lewd, offensive, vulgar, or obscene
- Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF(LEGAL).
- Are evidence of membership or affiliation in any gang. [See FNCC(LEGAL)]

Shirts & Tops

- Halter, tube, and tops with large armholes are not allowed. Additionally, all shirts/blouses/tops must cover cleavage, the entire back, and midriff. The middle section (midriff) of the body must be covered at all times including during reasonable movement. Sleeveless shirts/tops must cover undergarments. Transparent and/or see-through material is considered unacceptable unless worn over another article of clothing that meets dress code.
- Layering of shirts or tops is acceptable provided the combination of clothing meets the above standards throughout the school day.
- Appropriately-sized coats and jackets may be worn to school, but campus administration may require the item to be stored in the students' lockers.

Pants, Dresses, Skirts, Skorts, & Shorts

Jeans and pants with holes or frayed material, which reveals any area of skin or undergarments above fingertip length, are considered inappropriate.

- Pants, shorts, skorts, and skirts that do not fit at the waistline are inappropriate. Undergarments may not be visible.

- Spandex, tights, leggings / jeggings, and yoga style clothing will be allowed *only if* they are worn under extra-long shirts, pants, shorts, skorts, dresses, and skirts that are fingertip length front and back all the way around.
- Dresses, skirts, skorts, and shorts length must extend past the fingertips all the way around while sitting and standing, including the slit if present.
- Pajamas, bathrobes, and or sleepwear are not allowed.
- Sliding/Biking/Compression shorts may not be worn unless covered by dress code approved shorts.

Accessories

The following may not be worn during the school day:

- Any type of head covering to include: caps, hats, berets, head scarfs (unless for medical or religious reasons), hoods (hoodie), Du rags, kerchiefs, or visors.
- Sunglasses (unless medical documentation or administrator approval is provided).
- Blankets or throws.
- Bandanas (as a head covering or headband).
- Ear muffs.
- Visible piercings with the exception of the ears and one single piercing on the face.
- Chains or wallets with chains.
- Spiked jewelry.
- Any shoes that aren't considered safe (cleats, shoes with wheels, house shoes or slippers).
- Mouth accessories that are not medically necessary.
- Halloween/costume style eye contacts.
- Costumes (unless approved by a school organized activity).
- Hair that causes a health or safety hazard and or a disruption of the school environment.

Campus Administration has final judgment on whether or not a student is in compliance with the dress code.

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

Electronic Devices and Technology Resources (All Grade Levels)

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

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and other Instructional Materials** on page 83 for graphing calculator applications on computer devices.]

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

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

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

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 86 and policy FNF.]

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

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

District-owned technology resources for instructional purposes may be issued to individual 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 ['Before You Text' Sexting Prevention Course](#), 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.

Student Device Overview

Mansfield ISD will provide students in PK-2 an iPad, case and charger. Students 3-12 will be provided a Chromebook, case and charger. Laptops may be provided for special programs and devices may vary based on programs, choice schools, and other variables. Device selection and distribution is subject to change annually due to budget consideration, legislative changes, district policy changes, and equipment manufacturer changes.

MISD Student Responsible Use Policy (RUP)

Mansfield ISD provides students with access to the District's electronic communication system for educational purposes. The electronic communications system is defined as the District's network, servers, computers, mobile devices, peripherals, applications, databases, online resources, Internet access, email and any other technology designated for use by students, including all new technologies as they become available. Please note that the Internet is a network of many types of communication and information networks, including Websites and app resources, such as blogs, e-portfolios, Google for Education, Microsoft 365, webcasts, etc. and is part of the district's electronic communications systems. Websites and apps offer a variety of future ready opportunities. Equipping our students with communication, collaboration, critical thinking, and creativity skills are essential. With this educational opportunity comes responsibility.

In accordance with the Children's Internet Protection Act, Mansfield ISD educates staff and students regarding appropriate online behavior to ensure Internet Safety, including the use of email, websites, and apps. While the District uses filtering technology and protection measures to restrict access to inappropriate material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for appropriate and responsible use.

Access to the Mansfield ISD network is a privilege and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

Appropriate use of the Mansfield ISD may include the following:

- Students must only open, view, modify, and delete their own files.
- Internet use at school must be directly related to school assignments and projects.
- Students will be issued student email and network accounts. Account use should be for educational purposes only.
- Students must immediately report threatening messages or discomfoting Internet files/sites to a teacher.
- Students must at all times use the district's technology infrastructure in ways that are kind and respectful.
- Students are responsible at all times for their use of the district's electronic communications system and must assume personal responsibility to behave ethically and responsibly.

The following examples of inappropriate use are strictly prohibited:

- Individual use will not interfere with others' use and enjoyment of the technology infrastructure. Use in a manner that is not consistent with the mission of Mansfield ISD, misrepresents Mansfield ISD, or violates any Mansfield ISD policy is prohibited.
- The systems may not be used for illegal or unlawful purposes, including hacking, copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, intimidation,

forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading computer viruses).

- Individuals may not view, copy, alter, or destroy data, software, documentation or data communications belonging to Mansfield ISD or another individual without authorized permission.
- Users will not violate the policies of any network accessed through their account.
- Sharing usernames and passwords with others; and/or borrowing someone else's username, password, or account access.
- Electronically posting personal information about oneself or others (i.e., addresses, phone numbers, and pictures).
- Disabling or attempting to disable any system monitoring or filtering or security measures.

Consequences for inappropriate use include:

- Appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws including monetary damages.
- Suspension of access to the district's electronic communications system.
- Revocation of the district's electronic communications system account(s).
- Termination of System User Account: The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.
- Possible criminal action.
- According to Texas Penal Code Chapter 33.07 it is illegal to impersonate someone online. Please see the complete Texas Online Impersonation statute here (<http://www.statutes.legis.state.tx.us/Docs/PE/htm/PE.33.htm#33.07>).

All students in Mansfield ISD Must Adhere to the Following Standards of Responsible Use:

- The District may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are always responsible for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise. Students will not retrieve, save, distribute, or display hate-based, offensive, sexually explicit material, or otherwise inappropriate material.
- Students must log in and use the Mansfield ISD Guest wireless network during the school

day on personal electronic devices.

- Students must not access, modify, download, or install computer programs, files or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter computers, networks, printers, or other equipment except as directed by a staff member. Students will refrain from attempting to bypass, hack, or circumvent security settings or Internet filters or interfere with the operation of the network by installing software or web-based services.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of Mansfield ISD.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students are responsible for not pursuing material that could be considered offensive. Students should notify a teacher or administrator immediately if they encounter materials which violate appropriate use.
- Students are always responsible to keep their district issued network and email account safe and secure. Do not share usernames, passwords, or other account information, nor attempt to access other users' accounts. Report any suspected unauthorized use of their account to a teacher or district official immediately.
- Masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio, or video) in someone else's name.
- Students will use electronic mail and other means of communication such as blogs, wikis, podcasting, chat, instant-messaging, discussion boards, and virtual learning environments responsibly. Students must not create/publish/submit/distribute or display any abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal material and should report any instances encountered.
- Students will refrain from the use of or access of files, software, or other resources owned by others without the owner's permission. They will use only those school network directories that are designated for student use and for the purpose designated by the teacher.
- Students shall respect the intellectual property of other users and information providers. They will obey copyright guidelines and will not plagiarize or use the work of others

without proper citation and permission.

- Students will be polite and use appropriate language in electronic mail messages, virtual learning environments, online postings, and digital communications with others. They will refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

The District makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The District will not be responsible for any damages the user may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising from unauthorized use of the system.

Computer network privileges, including Internet access, will be granted after the online registration signature page acknowledging the MISD Technology Responsible Use policy is received. By signing, you and your child agree to comply with the responsible use policy presented here.

Student Acknowledgment

When accepting a device, I acknowledge the following rules and conditions:

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school district in all my online activities.
- I understand that what I do on social media should not reflect negatively on my fellow students, teachers, or on the District.
- I will use technology resources productively and appropriately for school-related purposes.
- I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will use digital communication (email, texting, video, and photo sharing apps) with the understanding that I am creating a digital reputation.
- I understand that my school network and my school account are property of Mansfield ISD and anything that I do can be monitored.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement as outlined in the MISD Student Handbook.
- This acknowledgment is also stated on the *Distribution Receipt for MISD Student Equipment* form. **Students receive this form when a device is issued to them.**

Parent Guardian Responsibility

Encourage your student to:

- Keep device in good condition.
- Promptly report any damage to school staff.
- Notify a MISD staff member if you see, hear, or encounter any inappropriate information.
- Communicate expectations for kind, safe, and respectful online etiquette.
- Develop rules for home use.
- Demonstrate interest in what your student is using their device for and how it is enhancing learning.
- Check on your student's progress.
- Set expectations for hours of use and charge device nightly.

Schools' Responsibility

Schools will:

- Provide student with functioning device.
- Teach care and responsibility of device.
- Reinforce Student Reasonable Use Policy.
- Teach students to use digital tools and online resources.
- Encourage students to use digital tools to collaborate, communicate, and create as part of their learning process.

Device Options

We recognize the importance of providing our students and their families with options in what technology they use in school. The district will provide every student a device. Students also have the option to provide their own device if it meets district approved criteria.

District Provided Device Advantages:

- Teachers can better ensure that instructional activities work appropriately.
- Direct, on-site support by MISD technology department staff.
- Device is managed and will include appropriate extensions and settings preinstalled.
- Managed devices can be disabled if misplaced, stolen or broken.
- Internet filter.

Student Provided Device Disadvantages:

- Instructional activities and applications may not run on student provided device.
- Student / family will be responsible for keeping device up-to-date and in working order.
- Student / family is responsible for installing and updating software.
- MISD is not responsible for non-working device.

- District staff will not be able to assist or access student's personal device.

Device Distributions

Device Deployment:

Devices will typically be distributed at the beginning of the school year and are intended for educational purposes only. Devices may be distributed anytime during the school year as replacements are deemed necessary or other upgrades are required. Device distribution for in-person learners will be conducted during the school day at the campus the student is enrolled. Virtual student distributions may occur at centrally located district facilities or at the home campus at the district's discretion.

- Pre-K through 2nd grade will receive an iPad.
- 3rd grade through 12th grade will receive a Chromebook.
- Special Programs may receive Laptops or iPads, as administrators deem appropriate.

The device will be issued upon:

- The student's acknowledgment and acceptance of the rules & conditions documented on the Distribution Receipt for MISD Student Equipment.
- The parent/guardian/student's acknowledgement and acceptance of the Student Handbook, which is signed by the parent/guardian during the enrollment/registration process.

Device Return:

- Students exiting the district must return their device prior to the last day enrolled. Parents will be invoiced for devices not returned and official transcripts may be delayed or withheld pending payment.
- Graduating Seniors must return their device at the specified time prior to graduation. Date and Time will be communicated by home campus. Failure to return device may result in official transcript being withheld.
- Second grade students will return their device at the end of the school year and will receive a Chromebook for the following school year.
- The district reserves the right to pursue any remedies available to it at law or equity, including but not limited to criminal or civil charges, for failure to return the device.

Vandalism and Intentional Damage

Vandalism is defined as any malicious attempt to harm or destroy network or computer equipment and/or data of anyone connected to the network. This includes the damage or destruction of district issued devices and accessories. It also includes, but is not limited to, uploading, creating, or transmitting computer viruses. Parent/Guardian will be responsible for

retribution of cost to repair or correct damage resulting in malicious harm to the district network and equipment.

Internet Safety

Congress passed the Children’s Internet Protection Act (CIPA) in 2000, tying E-rate program discounts to a school’s Internet safety policy. The FCC requires three elements for compliance: content filtering to prevent access to obscene, pornographic, or harmful images; monitoring of online activities of minors; and education in appropriate online behavior and cyber-bullying.

To comply with CIPA, Mansfield ISD employs a variety of methods to manage devices including Internet filtering, Chromebook management, and application restrictions. Internet filtering collects information about the sites students access. If a student attempts to access an inappropriate site, a block or firewall screen is generated, and the filtering software blocks the viewing of the site.

Our technology department uses Google management to monitor Chromebook use and for device inventory. AirWatch, a management software program, is used to monitor iPads. Other management software utilized by the technology staff may be used to monitor and manage applications on student devices.

All students must be on the Mansfield ISD Wi-Fi and logged into our systems (Personal devices must be on the Guest Wi-Fi). Chromebooks must be logged into Google Chrome at school regardless of if it is a district-issued or personal device.

Passwords are the first level of security for user accounts. System logins and passwords are to be used by the authorized user only and should never be shared.

- Never use another’s user account or password.
- Do not reveal or insert your password in emails or other websites.

Students under 13

The Children’s Online Privacy Protection Act (COPPA) is a federal law that regulates the online collection of personal information from children under the age of 13. The law generally requires website operators to provide parental notification and obtain parental consent before collecting personal information from these students. However, COPPA also authorizes school districts to provide this consent when the collection of information is for the use and benefit of the school and for no other commercial purpose. Parents can obtain more information regarding COPPA via the Federal Trade Commission website at www.ftc.gov.

In an effort to succeed in a global community of the 21st century, Mansfield ISD will use or recommend certain web based applications to enhance your child’s learning experience. These may include tools such as [iStation, Canvas, Google Apps, ClassLink, or others]. The use of these

services requires the District to disclose certain student information to the operators of these online services. A list of core applications and websites can be found on the district's website on the Curriculum Management Plan and ClassLink.

According to the Student Code of Conduct students are responsible for appropriate behavior on the district's technology infrastructure just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology infrastructure.

Digital Citizenship

The use of student devices and the network is a privilege. Students are responsible for what they say and do on the network. It is important for the user to stop and think before communicating and to always show respect for others and for the ideas of others. Students must assume that none of their data is private or confidential and nay and all communication may be subject to review by the District and local, state, and federal law enforcement agencies. Periodic checks may be made by designed staff and the Technology Department to make sure that required software and applications have not been removed by the student.

International Travel

Mansfield ISD cannot provide any guarantee of service or connectivity outside of the United States. Many applications and log-on services require secure connections only available while in the United states. Mansfield ISD will not be responsible for providing secure connections for students traveling abroad.

Terms of Agreement

The student's right to use and possess the property terminates no later than the last day of enrollment in Mansfield ISD unless terminated earlier by the district.

Each student is required to comply with this mobile device book as well as the Student Handbook and Board Policy. Any failure to comply may terminate the student's rights of possession, effective immediately, and the district may repossess the property.

Mansfield ISD has legal title to the property at all times. The student's rights of possession and use is limited to and conditioned upon the student's full and complete compliance with the MISD Student Handbook. At all times, Mansfield ISD retains the right to perform an annual audit of devices. All students must bring their device to the campus when requested by Technology or campus administration as part of the audit process.

End-of-Course (EOC) Assessments

[See **Graduation** on page 59 and **Standardized Testing** on page 88.]

English Language Learners (All Grade Levels)

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.

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 88, may be administered to an English language learner 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.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 92.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of

the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

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 12 extracurricular absences not related to post-district competition; however, a student shall be allowed unlimited absences for participation in post-district, state, or national competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Please check with your student's campus to determine groups offered.

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 92.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-18.5	Grade 11 (Junior)
19+	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

[See appropriate Appendix for High, Middle, Intermediate, and Elementary guidelines.]

[See **Report Cards/Progress Reports and Conferences** on page 83 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

[See appropriate Appendix for High School guidelines.]

Requirements for a Diploma

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

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

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 88 for more information.]

Foundation Graduation Program

Every student in a Texas public school will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after

graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including Economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Locally required courses	.5 credit in Health .5 credit in Professional Communications	.5 credit in Health .5 credit in Professional Communications
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
Total	26 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts,

mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

- Science, technology, engineering, and mathematics
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

FAFSA and TASFA

Before graduating from high school, each student must complete a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that a parent authorizes the student opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that a student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student

entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 91.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 58.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank for the valedictorian, salutatorian, top ten students, summa cum laude students, magna cum laude students, and cum laude students at the end of the 5th six weeks of the students' senior year.

- The valedictorian and salutatorian shall be the two eligible students with the highest class ranking, respectively.
- The ten eligible students with the highest GPAs shall be the top ten ranking graduates of their class, respectively.

- An honor graduate is any student who has a 95.00 cumulative average or higher: Summa Cum Laude (100.00 +), Magna Cum Laude (97.00 – 99.99) and Cum Laude (95.00 – 96.99). These honors will be determined at the end of the 5th six weeks of their senior year. See EIC (LOCAL)

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Hazing (All Grade Levels)

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

Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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.

[See **Bullying** on page 29 and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not 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 100.0 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 Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

A parent should contact the school nurse if a student has been diagnosed with **COVID-19** or may have **COVID-19**.

Individuals who **themselves** are lab-confirmed to have **COVID-19** must stay at home throughout the infection period of **ten days**.

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

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

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

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

[See **Immunization** on page 72 for more information.]

Food Allergies (All Grade Levels)

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

Anaphylaxis is a life-threatening allergic reaction and is considered an emergency. The most dangerous symptoms include breathing difficulties and a drop in blood pressure (shock).

Anaphylaxis can occur when a person is exposed to an allergen, such as food or insect stings. Emergency treatment is epinephrine. All students diagnosed with a severe allergy should be seen by their healthcare provider and provide the school with information about their allergy, including a properly labeled epinephrine auto-injector, if prescribed. School personnel will be trained to give students prescribed epinephrine when the school nurse may not be available. Students at risk for anaphylaxis are entitled to carry and self-administer their prescribed anaphylaxis medications while at school or during a school event. In order for a student to carry and/or self-administer their anaphylaxis medication, students must have a physician's authorization to carry and self-administer. Each clinic is supplied with epinephrine that school nurses may administer in the event of an unexpected, anaphylactic reaction.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <http://pol.tasb.org/Policy/Code/1104?filter=FFAF>.

[See policy FFAF and **Celebrations** on page 32.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student 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.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Coordinator of Health and Secondary Science.

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.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 100 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. [See policies at CO and FFA.]

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Director of Facilities, the district's designated asbestos coordinator, at 817-299-6300.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the 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 Director of Facilities, the district's IPM coordinator, at 817-299-6300.

Homeless Students (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Director of Campus Support, at 817-299-6360.

[See **Students Who Are Homeless** on page 19.]

Homework (All Grade Levels)

[See **Grading Guidelines**]

ID Cards (High School)

Mansfield ISD high school students will receive their first identification card free and thereafter are required to purchase current identification cards. (Cost is \$5.00 per ID.) The ID cards must include contact information for suicide prevention hotlines. Students **MUST** wear the current ID at all times while on campus and while attending any school-related activity/function.* The ID **MUST** be visible and worn on the front of the student's torso between the shoulder blades and the natural waist line. ID lanyards and/or clips are provided for a fee to students on each campus. Students out of compliance are subject to discipline consequences. These consequences may include sending the student home or to AC until student complies with the ID policy. Persistent non-compliance with the ID policy by students will result in additional consequences. ("Persistent" = two or more offenses per year.) *Any student who fails to properly identify him/herself and/or flees from a Mansfield ISD high school staff member may be placed in an alternative placement.* Replacement cards cost \$5.00.

*Specific services/functions that will be denied include, but are not limited to: Saturday School; Detention Hall; computer (classroom) or computer lab usage; academic recovery programs; library; access to the bookkeeper, counselors and associate principals; access to resources in the counseling center and attendance office; hall passes; TEA forms; lunch cards; phone privileges in offices; and parking stickers.

Illness

[See **Student Illness** under **Health-Related Matters** on page 66.]

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubella (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

School vaccination rules are in effect regardless of whether the education is received via virtual learning or in person. Students should be up-to-date, in the process of receiving vaccines, or have a valid exemption on file when school starts. If your child needed and received immunizations, please email the updated vaccination record to your campus nurse to ensure your child remains enrolled in school.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements.](#)]

Law Enforcement Agencies (All Grade Levels)

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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation

officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a 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 regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

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

State rules require 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 to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or

other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Closed Campus

- Students are not to leave the campus during the school day except in cases preapproved based upon the student's course schedule, preapproved by campus administration, or after signing out in the office. Students are not to visit the campus of other schools while classes are in session or any other time during the regular school day except for school-approved business or school sponsored activities. Otherwise, once a student arrives on campus they are required to stay on campus for the entire length of their schedule. Reasons to leave are limited and include such things as course work at Ben Barber, TCC classes, special work/educational programs, and early release for students.
- Please Note: Mansfield ISD provides bus transportation to and from each high school to Ben Barber Innovation Academy.
- When a student is caught off campus, or attempting to leave campus, without following the guidelines outlined, it will result in the loss of parking privileges for 30 school days for each infraction. A student who has been found to have parked on campus property

with any motorized vehicle, while under the loss of parking privilege during a “30 school days” period, shall be assigned to 2 days I.S.S. (AC). The student may receive other consequences if the issue continues.

- The “30 school days” consequences will be given to all students riding in a vehicle, not just the driver, if the student also has campus parking privileges. If the student is not of driving age or does not have parking privileges, the student shall be assigned to 1 day I.S.S. (AC).
- Parking stickers will be removed from the student’s car following each offense. Students will be charged \$2 for a replacement sticker following the discipline period.
- It will be the responsibility of the student and their family to arrange for alternate transportation during the discipline period. City police will be monitoring surrounding businesses and neighborhoods for students who are illegally parked, so we would not recommend parking off-site.

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 (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the

state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 26.]

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

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

DAEP Makeup Work

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

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

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

Medicine at School (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law. We will only be accepting 30 days’ worth of oral prescription medication at school for students at a time. Please keep all additional doses at home.

The district will not purchase nonprescription medication to give to a student, except in the case of certain topical nonprescription medications for use when administering first aid to the student in accordance with administrative regulations. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.

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

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

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

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

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

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. Each clinic is supplied with albuterol that school nurses may administer in the event of unexpected respiratory distress.

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

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.]

Messages (All Grade Levels)

In order to prevent classroom interruptions, only EMERGENCY MESSAGES as determined by the administration will be delivered to students.

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Mansfield 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.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see Below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The 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: Director Human Resources/KEEPS Program, 605 E. Broad St., Mansfield, TX 76063, (817) 299-6305
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Director of Instructional Support 817-299-6300.
- All other concerns regarding discrimination: See the Director of Student Services, 605 E. Broad St., Mansfield, TX 76063, (817) 299-6300.
- Liaison for Homeless Children and Youth (coordinates services for homeless students): Director of Campus Support, 609 E. Broad St., Mansfield, TX 76063, (817) 299-6360.
- Parent Involvement Coordinator (works with parents of students participating in Title I programs): Contact building principal or Federal Programs Coordinator, 605 E. Broad St. Mansfield, TX 76063, (817) 299-6358.
- [See policies FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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. [See **Academic Counseling** on page 37.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 83.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 95.]
- 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 your campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 70.]
- 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 (Secondary Grade Levels Only)

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

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

Vision, Hearing and Spinal Screening Compliance

The Texas Department of State health is requiring vision, hearing and spinal screenings for students. In lieu of the screening(s) provided by the school, parents may:

- a. Provide a screening record signed by a licensed professional
- b. A signed statement that the vision, hearing or spinal screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member.

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA.]

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 11.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Kindergarten – Grade 3

A parent may request in writing that a student repeat Kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

For the 2021-22 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020-21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 59 and **Standardized Testing** on page 88 for more information about EOC assessments.]

For the 2021-22 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2020-21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus** on page 74.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 6-7 weeks.

Teachers follow grading guidelines that are in the Student Handbook pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 59.]

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

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

The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.

- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Routinely, 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, all 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: Using the District's mass messaging system (via email, phone, and text), updating the website to include the information, posting to the district's social media sites (Facebook and Twitter), and contacting local media outlets.

[See **Communications-Automated, Emergency** on page 35 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 88.]

School Day (All Grade Levels)

<http://www.mansfieldisd.org/page.cfm?p=4635>

School Facilities

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

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

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

ALL MISD students will be eligible for one free breakfast meal and one free lunch meal for the 2021-22 school year, made possible by USDA waivers. Free and reduced-price meal applications are still accepted and encouraged to protect continuation of family benefits, such as P-EBT, when offered. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent

notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced-price meals or free milk.

Contact information for Student Nutrition Department: 1151 Mansfield-Webb Road, Arlington, Texas 76002 Phone: 817-299-6040 Fax: 817-472-3002.

Parents are strongly encouraged to continually monitor their child's meal account balance. Snacks and extras are available for purchase. Students must have cash, check, or pre-paid money on their lunch accounts in order to purchase snacks. More information about the pre-payment system and other department information can be found on the Student Nutrition web page.

Library (All Grade Levels)

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

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

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

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

School-sponsored Field Trips (All Grade Levels)

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

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

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

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

Searches

District Property (All Grade Levels)

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

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

Searches in General **(All Grade Levels)**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 46 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See 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 (All Grade Levels)

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

Metal Detectors (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 90.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Special Occasions (All Grade Levels)

Items such as flowers, balloons, etc., should not be brought to the school and they will not be delivered to the students during the school day. If delivered, the office will not take responsibility for lost, damaged or stolen items.

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A

student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements. For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee(ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and Concerns (All Grade Levels) on page 36 and FNG(LOCAL).

High School Courses—End-of-Course (EOC) Assessments

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

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

Satisfactory performance on the applicable assessments 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 admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 59 for additional information.]

Steroids (Secondary Grade Levels Only)

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

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

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will 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 Director of Campus Support, 609 E. Broad St., Mansfield, TX 76063, (817) 299-6360, who has been designated as the district's foster care liaison with any questions.

[See **Students in the Conservatorship of the State** on page 18 for more information.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

- Nonathletic activities of student organizations; and
- Fine Arts productions

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 59 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

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

Suicide Awareness and Mental Health Support (All Grade Levels)

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

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

Tardies (All Grade Levels)

Students are expected to be prompt to class and to be in the classroom before the tardy bell rings. If students are not in class when the tardy bell rings they will be counted tardy. Each campus develops procedures for late arrivals and early dismissals. In addition, each campus may institute procedures to address the tardy policy differently.

A student, who misses more than 20 minutes late to any period of the day, will be considered absent.

***Excessive tardies may result in an alternative placement.** Five tardies or more within a 6-month period may result in truancy charges being filed with the juvenile courts. (TEC 25.095)

NOTE:

- Tardies are cumulative per semester
- “No show” to D Hall will result in additional disciplinary action which may include AC Placement

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

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

Transfers (All Grade Levels)

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

[See **Safety Transfers/Assignments** on page 17, **Bullying** on page 29, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 19, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to

designate an alternate pickup or drop-off location, you may contact the District Transportation Office at 817-299-6060.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Guidelines for Visitors at Lunch

The Mansfield Independent School District is proud of our schools and welcomes visitors. In order to protect the security of our students as well as to ensure parents are aware who is eating with their child at lunchtime, the following protocols will be in place:

- All visitors to a campus for lunch must report to the school office, present a government-issued photo ID, and sign-in according to campus procedures.
- Any visitor who wishes to eat lunch with a student at a MISD school will need to meet the following criteria:
 - a) The person must be listed on the students Skyward account in either the "Family" tab or the "Emergency" tab and
 - b) The person must be at least 21 years old, unless accompanied by adult (21 years and older) listed in Skyward in either the "Family" tab or the "Emergency" tab, or
 - c) Receive prior approval from campus administration [24 hours in advance is requested].
- Each visitor to a school campus must wear a visitor name badge provided by the school office in a clearly visible location at all time during the visit.
- Each visitor must comply with campus instruction and must remain in the area(s) designated for the visit.
- Visitors are requested to wear appropriate attire when visiting District schools. [See FNCA]
- A visitor who fails to comply with any of these guidelines and/or District policies may be prohibited from visiting the school.
- The visitor should return the visitor name badge to the office before leaving.

- ❖ A parent, who wishes to create a more restrictive lunch visitor list other than a) and b) above, must contact campus administration in writing.
- ❖ Court orders and protective orders should be brought to the attention of the campus administration.

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact your child's school for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

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

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

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

Appendix

Class Rank/Highest-Ranking Student (High School)

A student's rank in class shall be determined by calculating all grades earned in high school credit courses, including high school credit courses taken in middle school.

[For further information, see policy EIC.]

Class Schedules (All Grade Levels)

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

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

College and University Admissions (High School)

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

- Completes the Recommended or Advanced/Distinguished Achievement Program*; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2017 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

College Credit Courses (High School)

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

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

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

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

Course Credit (High School)

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 for Advancement/Acceleration—If a Student Has Taken the Course/Subject (All Grade Levels)

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

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

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject (All Grade Levels)

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2016–17 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Kindergarten Acceleration

[For further information, see policy EHDB and EHDC.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

CREDIT BY EXAM—with prior instruction in **High School**

Credit by Exam is designed as an option to earn credit for those students who have attended a class at least 55 hours (11 weeks) and received a semester average no lower than a 60. The decision to allow a student to earn credit by exam must be made by the attendance committee when failure of the course resulted from excessive absences. Students have the opportunity to take an exam through either Texas Tech or UT Austin correspondence school. Applications may be obtained online and approved in the high school counseling center. A score of 70 or better on the CBE is required for credit. If credit is awarded, grades will be recorded on the student’s transcript, computed in the credit toward graduation, and calculated in the student’s overall grade average and rank in class. Fees are established by the universities. Student/Parent is responsible for fees charged by Texas Tech or UT Austin.

Students Who Have Taken the Course in a Non-Accredited School

Students must pass a local assessment with at least a 70. Students must see their school counselor for more information.

CREDIT BY EXAM—if a Student Has Not Taken the Course in **High School**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2018 - 2019 school year can be found on the district website:

<https://www.mansfieldisd.org/uploaded/main/departments/CIA/GT/CBE-Calendar1819.pdf>

*Contact your Campus Counselor for more information.

A student will earn course credit with a passing score of at least 80 on both of the semester exams. See your school counselor to register.

[For further information, see policy EHDC (LOCAL).]

Driver License Attendance Verification (Secondary Students)

The district will excuse a student who is 15 years of age or older from attending school to visit a driver's license office to obtain a driver's license or learner license, provided that the district verifies the student's visit to the driver's license office in accordance with procedures adopted by the district. This caps the number of absences a student may have excused for such a purpose during the period the student is enrolled in high school for each such purpose at one. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Exam Exemptions (High School)

MISD High School Semester Exam Exemption Guidelines

Based on the following criteria, each high school student may earn two (2) exam exemptions in the fall semester and two (2) exemptions in the spring semester by obtaining,

- a semester average of 80 or higher in the class for which the student is seeking an exam exemption, and
- two or fewer absences in the class for which the student is seeking an exam exemption prior to the day of the semester exam
 - All absences are counted per class period whether excused or unexcused with the exception of participation in school-sponsored activities or the following, if they meet the criteria in Board Policy FEA (LEGAL), RELIGIOUS HOLY DAYS, COURT APPEARANCES, CITIZENSHIP PROCEEDINGS, ELECTION CLERKS, CHILDREN IN CONSERVATORSHIP OF DFPS, HEALTH-CARE APPOINTMENTS, HIGHER EDUCATION VISITS, EARLY VOTING CLERKS, MILITARY DEPENDENTS, or TAPS AT MILITARY FUNERAL. [See Board Policy FEA (LEGAL) under EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]
 - Adequate documentation must be provided to the appropriate campus official for the above exceptions and is the responsibility of the student or family to provide.

Advanced Placement Exam Exemption (Spring Semester Only)

A student taking an Advanced Placement course may earn additional exemptions to the above by obtaining,

- an un-weighted semester average of 80 or higher in the related AP class, and
- two or fewer absences in the related AP class prior to the day of the semester exam
 - All absences are counted per class period whether excused or unexcused with the exception of participation in school-sponsored activities or the following, if

they meet the criteria in Board Policy FEA (LEGAL), RELIGIOUS HOLY DAYS, COURT APPEARANCES, CITIZENSHIP PROCEEDINGS, ELECTION CLERKS, CHILDREN IN CONSERVATORSHIP OF DFPS, HEALTH-CARE APPOINTMENTS, HIGHER EDUCATION VISITS, EARLY VOTING CLERKS, MILITARY DEPENDENTS, or TAPS AT MILITARY FUNERAL. [See Board Policy FEA (LEGAL) under EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]

- Adequate documentation must be provided to the appropriate campus official for the above exceptions and is the responsibility of the student or family to provide.

Exempt Courses

The following are honors classes for purposes of eligibility to participate in extracurricular activities:

1. All College Board Advanced Placement (AP) courses and International Baccalaureate (IB) courses in all disciplines;
2. English language arts: High school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One);”
3. Languages other than English: High school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One)” and languages other than English courses Levels IV–VII;
4. Mathematics: High school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One)” and Pre-calculus;
5. Science: High school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One);”
6. Social Studies: Social Studies Advanced Studies, Economics Advanced Studies, high school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One);” and
7. All Pre-AP courses in the areas of English language arts (including the Pre-AP English II portion of World Studies), mathematics, science, social studies, and languages other than English.

A student in an exempt course shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 60 on a scale of 100.

A student shall earn one waiver of eligibility per semester for a grade below a 60 at any grading period of their choosing. The waiver can only be used in an exempt course and is not transferrable to another semester if not used. The two waivers per year may not be utilized in

the same course in the same school calendar year. The district may impose other factors for eligibility of a waiver.

Disqualification for Exemptions

Students do not qualify for any of their semester exam exemptions for the semester if the student

- receives a disciplinary assignment to on-campus suspension (AC/ISS),
- receives a disciplinary assignment to off-campus suspension or alternate education program(s) (BIC and/or JJAEP), or
- absence fails any class during the semester.

Grade Level Classification

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

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-18.5	Grade 11 (Junior)
19+	Grade 12 (Senior)

Grading Guidelines

2021-2022 Grading Guidelines for Grades 9-12

****These grading guidelines are only for school year 2021-2022. Grades will go toward GPA as dictated by the Texas Education Agency.****

The district high schools use a weighted numerical grading system. The following chart reflects the MISD grading system for grades 9-12.

A	90-100
B	80-89
C	70-79
F	Below 70

An “Incomplete” (I) reflects incomplete student work and is not considered an academic grade.
*See MISD Board Policy EIC (LOCAL).

GRADING PRACTICES

Grades for the grading period shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice.

TEA Interim Assessments may be adaptive and are utilized to inform instruction for individual students. These assessments may only be used as a participation grade.

District Curriculum-Based Assessments (CBAs) are calculated as a daily grade.

AP Classroom Unit Checks are required in all AP courses. Per College Board, these assessments are to inform instruction for individual students and may only be used as a participation grade.

ENGLISH

For ALL (On Level/Advanced/Advanced Placement)

60% - Major Grades (Minimum: 1 test & 1 composition/text)

40% - Daily Work, Daily Writing, & Quiz Grades

SOCIAL STUDIES

For ALL (On Level/Advanced/Advanced Placement)

At least one grade will include an open-ended writing in Social Studies

On Level

50% - Major Grades

50% - Daily Work

Advanced/AP

60% - Major Grades

40%- Daily Work

SCIENCE

For ALL (On Level/Advanced/Advanced Placement)

At least one grade will include an open-ended writing in Science (Ex. CER)

50% - Test Grades

30% - Lab and Quiz Grades

20% - Daily Work and Homework

MATHEMATICS

At least one grade will include an open-ended writing in Advanced/Advanced Placement Mathematics

On Level

50% - Major Grades

30% - Quiz Grades

20% - Classwork and Homework

Advanced/Advanced Placement

60% Major Grades

30% Quiz Grades

10% Classwork and Homework

WORLD LANGUAGES

40% - Major Grades

25% - Daily Work

35% - Speaking/Listening

FINE ARTS

Performance Courses

50% - Daily Work

30% - Performance Grades

20% - Major Grades

Non-Performance Courses

60% - Daily Work

40% - Major Grades

ELECTIVES

40% - Major Grades

60% - Minor Grades

Emergency Medical Technician (EMT)

50% - Exams/Major Grades

30% - Quiz and Lab Grades

20% - Daily Grades (including pre/post-tests)

REQUIRED NUMBER OF GRADES EACH GRADING PERIOD

- On Level Classes: 8 grades (minimum)
- Advanced /Advanced Placement Classes: 8 grades (minimum)
- All Classes: 2 Grades (minimum) per Grading Period per Weighted Grading Category

SEMESTER GRADES

- Semester grades are computed for each course by averaging the numerical grades recorded for each of the three six-week reporting periods and the course semester exam.
- **All courses:** Semesters One and Two:
 - First and Fourth Grading Periods = 26% each
 - Second, Third, Fifth, and Sixth Grading Periods = 27% each
 - Semester Exam: 20%
- 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.

SEMESTER EXAMS

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam, he or she will take the exam at a date/time designated by the school. A student is expected to contact the course teacher to schedule a make-up time for a first semester exam missed because of student absence. A student is expected to contact the school counseling department to schedule a make-up time for any second semester exam missed because of student absence.

TEST RETAKES

- Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations. Students are expected to make arrangements with the teacher to retake or correct a major test/assessment.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.

- All retakes or corrections must be completed prior to the end of each grading period unless the student is afforded time, after the grading period, because of the district's absence/make-up guidelines.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

LATE WORK

Students may be assessed a penalty of no more than 30 points for work turned in up to 48 hours after due date/time. Work turned in after 48 hours from the due date/time may be given a zero.

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. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absent is considered late after the following Monday.]
- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- A student will be permitted to make up tests and turn in projects due in any class missed because of an absence.
- Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

WEIGHTED CREDIT

Per MISD Board Policy EIC (LOCAL):

- The District uses a weighted numerical grading system. In calculating GPA, ten points (per semester) shall be added to a student's average in Advanced Placement (AP)

courses, Advanced courses, Academic Decathlon, and courses considered to be District approved college level dual credit courses. All other courses shall not receive weighted points for completion.

- No weighted credit point shall be added for grades lower than 70.
- Weighted grading shall be reflected in the student's GPA and not numerically per course on either the student's report card or transcript.

UIL ELIGIBILITY ("No Pass/No Play")

- Semester grades are calculated by averaging the numerical grades recorded for each of the three six-week reporting periods.
- Each grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent three-week grade reporting period.
- See MISD Board Policy FM (LOCAL) – Exempt Courses.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

POSTING STUDENT WORK

Student grades will be posted in the Skyward parent portal within five business days for daily grades and major grades. Special consideration is given to major projects, including lengthy writing assignments.

**2021-2022 Grading Guidelines for Grades 7-8 and
Jerry Knight STEM Academy**

****These grading guidelines are only for school year 2021-2022. Grades for high school credit courses will go toward GPA as directed by the Texas Education Agency. ****

The district middle schools use a weighted numerical grading system. The following chart reflects the MISD grading system for grades 7-8 and the Jerry Knight STEM Academy:

A	90-100
B	80-89
C	70-79
F	Below 70

An “Incomplete” (I) reflects incomplete student work and is not considered an academic grade.
*See MISD Board Policy EIC (LOCAL).

GRADING PRACTICES

Culminating grades for a grading period shall be obtained by averaging student work as detailed below for middle school courses, Jerry Knight STEM Academy courses, and courses taken for high school credit. Assignments may count more than once, but no more than twice.

TEA Interim Assessments are adaptive and utilized to inform instruction for individual students. These assessments may only be used as a participation grade.

District Curriculum-Based Assessments are calculated as a daily grade.

Measures of Academic Progress (MAP) assessments are administered at the beginning, middle, and end of the school year. They are adaptive and utilized to inform instruction for individual students. These assessments may only be used as a participation grade.

AP Classroom Unit Checks are required in all Advanced Placement courses. Per College Board, these assignments are to inform instruction for individual students and may only be used as a participation grade.

MIDDLE SCHOOL COURSES

Six Week Grade Cycle The following grading guidelines apply to all middle school courses except courses taken for high school credit. (See “Courses Taken for High School Credit” below.)

- Minimum of 12 grades in 90-minute English-Language Arts
- Minimum of 8 grades in 45-minute English-Language Arts
- Minimum of 8 grades in Grades 7 and 8 Mathematics
- Minimum of 8 grades in Grades 7 and 8 Science
- Minimum of 8 grades in Grades 7 and 8 Social Studies
- Minimum of 8 grades in Grades 7 and 8 Electives
- Opportunity to correct or retake all major grades to a maximum of 70

English Language Arts - On Level, Advanced, Advanced Placement

40% - Major Grades (Minimum of 1 Test & 1 Written Composition/Text)
60% - Daily Work (Journal, Notebook Writing)
(Minimum of 2 Grades Per Grading Period per Weighted Category)

Mathematics (Non-High School Credit)

On-Level/Advanced

40% Major Grades
60% Daily Work
(Minimum of 2 grades per Grading Period per Weighted Category)
(Minimum of 1 Grade per Week)

Science (On-Level and Advanced)

40% Major Grades
60% Daily Work
(Minimum of 2 Grades per Grading {Period per Weighted Category)
(Minimum of 1 Grade Must be an Open-Ended Writing in Science, such as a CER)

Social Studies

40% Major Grades
60% Daily Work
(Minimum of 2 Grades per Grading Period per Weighted Category)
(Minimum of 1 Grade Must be an Open-Ended Writing in Social Studies)

Fine Arts/Electives

Performance Courses

50% Daily Work
30% Performance
20% Major Grades

Non-Performance Courses

60% Daily Work
40% Major Grades

COURSES TAKEN FOR HIGH SCHOOL CREDIT

Per MISD Board Policy EIC (LOCAL), all numerical grades earned in high school credit courses shall be used to compute a student's high school grade point average. MISD high school grading guidelines apply to the following courses middle school students may take for high school credit.

Advanced (Accelerated) Algebra 1

- 60% Major Grades
- 30% Quiz Grades
- 10% Classwork and Homework
- (Minimum of 1 writing component required per grading period)

Spanish I, Advanced Spanish, Advanced Placement Spanish

- 40% - Major Grades
 - 35% - Speaking/Listening
 - 25% - Daily Work
- (Minimum of 2 grades per grading period per weighted category)

High School Electives

- 40% - Major Grades
 - 60% - Daily Work
- (Minimum of 2 grades per Grading Period per Weighted Category)

SEMESTER GRADES

Semester grades are calculated for each course by averaging the numerical grades recorded for each of the three six-week reporting periods and the course semester exam. Credit is awarded at the end of each course with a grade of 70 or better.

- **Middle School Courses**
 - Each semester:
 - Each grading period = 30%
 - Semester Exam = 10%
- **Courses taken for High School Credit**
 - Semesters One and Two:
 - First and Fourth Grading Periods = 26% each
 - Second, Third, Fifth, and Sixth Grading Periods = 27% each
 - Semester Exam: 20%

SEMESTER EXAMS

Exams are given at the end of each semester. Neither mid-term, nor final exams are given early. If a student is absent on the day of an exam, he/she will take the exam at a school designated time and date. A student is expected to contact the course teacher to schedule a make-up time for a first semester exam missed because of student absence. A student is expected to contact the school counseling department to schedule a make-up time for any second semester exam missed because of student absence.

LATE WORK

Students may be assessed a penalty of no more than 15 points per day for up to three days before a zero may be given for work not turned in on time.

STUDENT WORK

The amount of time needed to complete assignments may vary with each student's study habits, academic skills and selected course load. This includes major projects such as research reports, book reports, major essays, and other assignments teachers designate as major projects.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

POSTING STUDENT WORK

Student grades will be posted in Skyward parent portal within five business days. Special consideration is given to major projects, including lengthy writing assignments.

GRADE RETAKES OR CORRECTIONS

- Students will be allowed to retake or correct major grades up to a 70% grade. This does not include semester examinations.
- Students are expected to make arrangements with the teacher to retake or correct a major grade.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.
- All retakes or corrections must be completed prior to the end of each grading period unless the student is afforded time, after the grading period, because of the district's absent/make-up guidelines.

- See UIL Eligibility (“No Pass/No Play”) guidelines for additional information related to grades and UIL Eligibility.

WEIGHTED CREDIT

- The District uses a weighted numerical grading system for eligible courses. At the middle school level, MISD courses eligible for weighted credit are Advanced Algebra I, Advanced Spanish, and Advanced Placement Spanish. All other courses shall not receive weighted points for completion.
- All numerical grades earned in high school credit courses, including high school credit courses taken in middle schools, shall be used to compute a student’s high school GPA.
- In calculating the student’s high school grade point average (GPA), ten points shall be added to the student’s average for courses eligible for weighted credit. No weighted credit shall be added for grades lower than 70.
- Weighted grading shall be reflected in the student’s high school GPA and not numerically per course on either the student’s report card or transcript.
- See MISD Board Policy EIC (LOCAL).

UIL ELIGIBILITY (“No Pass/No Play”)

- Semester grades are computed by averaging the numerical grades recorded for each of the three six-week reporting periods.
- Each grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a grading period will be able to regain eligibility if all of the student’s subsequent three- week grades are 70% or higher.
- See MISD Board Policy FM (LOCAL) – exempt courses.
- See UIL Eligibility (“No Pass/No Play”) guidelines for additional information related to grades and UIL Eligibility.

2021-2022 Grading Guidelines for Grades 5-6

****These grading guidelines are only for school year 2021-2022****

GRADING SCALE

Teachers shall determine academic student progress using a grade percentage scale of 0-100. Citizenship grades are measured on a Likert scale (ESNU).

- 90-100 = A
 - 80-89 = B
 - 70-79 = C
 - Below 70 = Failing
 - I = Incomplete (An "I" indicates incomplete work and is not an academic grade.)
- E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

GRADING PRACTICES

English-Language Arts

40% Major Grades (Minimum of 1 Reading & 1 Composition/Text)
60% Daily Work (Balance Between Reading and Writing)
(Minimum of 2 Grades per Grading Period per Weighted Category)

Mathematics

60% Daily Work
40% Tests/Projects
(Minimum of 2 Grades per Grading Period per Weighted Category)

Science

60% Daily/Classwork
40% Major Grades
(Minimum of 2 Grades per Grading Period per Weighted Category)
(Minimum of 1 Grade from an Open-Ended Writing in Science per Instructional Unit, ex. CER)

Social Studies

60% Daily Grades
40% Tests
(Minimum of 2 Grades per Grading Period per Weighted Category)
(Minimum of 1 Daily Grade from an Open-Ended Writing in Social Studies)

Fine Arts/Electives

Performance Grade 5
100% Participation

Performance Grade 6
50% Daily Work
30% Performance
20% Major Grades

Non-Performance
60% Daily Work
40% Major Grades

Required Number of Grades Each Grading Period

- On Level Classes: 10 grades (minimum)
- Advanced Classes: 10 grades (minimum)
- All Classes: 2 Grades (minimum) per Grading Period per Weighted Grading Category

Measures of Academic Progress (MAP) assessments are administered at the beginning, middle, and end of the school year. They are adaptive and utilized to inform instruction for individual students. These assessments may only be used as a participation grade.

District Curriculum-Based Assessments (CBAs) are calculated as a test/major grade.

LATE WORK

Teachers will accept late work:

- 1 Class Day Late – Grade may be Reduced up to a Maximum of 15 Points
- 2 Class Days Late – Grade may be Reduced up to a Maximum of 30 Points
- 3 Class Days Late – Teacher Discretion

Teachers will communicate the late work guidelines in the class syllabus. This syllabus must be submitted to the principal's office for approval, before the first day of school, and a copy must be provided to each student/parent at the beginning of the school year.

HOMEWORK

Intermediate schools will provide for homework-free extended holidays. (Thanksgiving Break, Winter Break, and Spring Break)

GRADE CORRECTIONS/TEST RETAKES

Students who fail any assignment/test (below 70%) will be allowed to retake or correct for a grade up to 70%. All retakes or corrections must be completed prior to the end of the grading period. Students are encouraged to attend tutorials. Teachers will communicate routine requirements in the class syllabus that are precursors to any retakes or corrections. This must be submitted to the principal's office for approval before the first day of school, and a copy must be provided to each student/parent at the beginning of the school year.

SEMESTER GRADES

Semester grades are computed by averaging the numerical grades recorded for each of the three grading periods within the semester. The three grading periods will equal 100% of the student's grade (33.3% per grading period). Credit is awarded at the end of the academic year.

No semester exams are administered at the Intermediate level.

2021-2022 Grading Guidelines for Grade Pre-K-4

****These grading guidelines are only for the school year 2021-2022****

Elementary School Grading

Each student's academic progress and conduct are evaluated using progress reports and grade reports. Grade reports are issued at the end of the 2nd, 4th, and 6th grading periods for Pre-K-1. For grades 2-4, reports are issued every grading period.

Pre-K students are assessed three times annually in the areas of literacy, math, and socioemotional learning using the Children's Learning Institute CIRCLE assessment. Students receive an overall rating in each of these areas using the following ratings.

- On Track
- Needs Support
- Monitor

Grades K-1: Students are assessed using a standards-based report card aligned to grade-level TEKS in all four content areas (Literacy, Mathematics, Science and Social Studies) using the following ratings:

- Beginning
- Progressing
- Satisfactory
- Mastered

Grades 2-4: Teachers shall determine academic student progress using a grade percentage scale of 0-100. Citizenship grades are measured on a Likert scale (ESNU).

90-100 = A	E = Excellent
80-89 = B	S = Satisfactory
70-79 = C	N = Needs Improvement
Below 70 = F	U = Unsatisfactory

English-Language Arts

Grades are not Weighted

3 Test Grades Required (Minimum of 1 Composition, 1 Reading)

Minimum of 10 Grades Total

Mathematics

Grades are not Weighted

Minimum of 10 Grades Total

Science

Grades are not Weighted

Minimum of 1 Grade per Week

One grade from an Open-Ended Writing in Science per Instructional Unit Required

One grade from a District Curriculum-Based Assessment (CBA) per Instructional Unit (3rd & 4th Grade)

Social Studies

Grades are not Weighted

Minimum of 1 Grade per Week

At Least 1 Grade from an Open-Ended Writing in Social Studies Required

Fine Arts/Electives/Physical Education

100% Participation

All Subjects: Students scoring a failing grade (<70) will be provided the opportunity to correct assignments up to a 70.

It is the practice of Mansfield Independent School District to:

- Allow students to work with other students in small cooperative groups
- Allow students to edit, and on occasion, grade other students written work
- Post examples of excellent student work
- Recognized student accomplishments publicly
- Provide homework-free extended holidays (Thanksgiving, Winter, & Spring Breaks)

Measures of Academic Progress (MAP) assessments are administered at the beginning, middle, and end of the school year. They are adaptive and utilized to inform instruction for individual students. These assessments may only be used as a participation grade.

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/1104?filter=FFI>. Below is the text of MISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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

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

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

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

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

Timely Reporting Reports of bullying shall be made as soon as possible after the

alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

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

Employee Report

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

Report Format

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

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee

shall take additional time if necessary to complete a thorough investigation.

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

Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable State and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other

appropriate corrective action.

Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against who a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records and Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

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

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to 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.

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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.

TAC stands for the Texas Administrative Code.

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

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and 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.

Index

- absences
 - attendance review
 - committee, 121
 - doctor's note, 27
 - excused, 24, 25
 - extenuating
 - circumstances, 26
 - for college visits, 24
 - for competition, 57
 - for playing "Taps", 25
 - for students in foster care, 24
 - makeup work, 76
 - military families, 17, 24
 - parent's note, 27
 - unexcused, 25
 - See also* attendance.
- academic programs
 - nontraditional, 80
 - parent involvement, 80
- accelerated instruction
 - attendance, 23, 25
 - defined, 121
 - failure to meet passing standards on state assessment, 23
 - reading instruction, 23
- accountability of the school district, 28
- ADA/Section 504
 - coordinator, 79
- admission, review, and dismissal (ARD)
 - committee, 64
- admissions
 - college and university, 34–35, 34–35
 - University of Texas at Austin, 34, 96
- anaphylaxis, 78
- See also* food allergies.
- Armed Services Vocational Aptitude Battery test, 29
- asbestos, 71
- assistance animals, 18
- attendance, 23
 - college visits, 24
 - compulsory, 23
 - doctor's note, 27
 - driver license, 28, 100
 - extenuating
 - circumstances, 26
 - for credit, 26
 - for final grade, 26
 - military families, 17
 - official attendance-taking time, 27
 - parent's note, 27
 - principal's plan, 26
 - students 19 or older, 23
 - students with disabilities, 25
 - truancy court, 26
 - truancy prevention
 - measures, 25
 - unexcused absences, 25
 - warning letter, 25
- attendance review
 - committee, 26, 98
 - defined, 121
- automatic admission, 34–35, 34–35
- awarding credit, 38
- awards, 29
- bacterial meningitis, 67
 - communicability, 67
 - defined, 67
 - prevention, 68
 - symptoms, 67
- See also* contagious diseases.
- bilingual programs, 22, 56
- bullying, 29
 - counseling, 30
 - cyberbullying, 29
 - policy, 116
 - school safety transfer, 17
 - See also* hazing.
- bus rules, 92
- buses, 92
 - pickup and drop-off locations, 92
 - required conduct, 92
 - routes and schedules, 92
- cafeteria, 85
- career and technical education (CTE)
 - counseling, 37
 - nondiscrimination statement, 31
- Celebrate Freedom Week, 11
- celebrations, 32
- cell phones, 46
- certificate of attendance, 64
- certificate of coursework completion, 64
- child abuse, 32
- class changes, 92
- class rank, 34, 96
- class schedules, 34, 96
 - partial vs. full-time, 96
 - partial vs. full-time, 34
 - schedule changes, 84
- classroom parties, 32
- clubs. *See* extracurricular activities.

- college
 - admissions, 34–35, 34–35
 - University of Texas at Austin, 34, 96
 - visits, 24
- communicable diseases
 - See* contagious diseases.
- communications,
 - automated, 35
 - emergency, 35
 - nonemergency, 35
- complaints, 16, 36
- conduct
 - at social events, 37
 - before and after school, 85
 - disrupting school operations, 36
 - on school buses, 92
 - on school transportation, 37
 - use of hallways, 85
 - when school rules apply, 36
- contagious diseases, 66
 - bacterial meningitis, 67
 - excluding from school, 66
 - leaving campus in case of illness, 75
- correspondence courses.
 - See* distance learning.
- counseling
 - academic, 37
 - grades 7 and 8, 37
 - at elementary and middle/junior high school, 37
 - personal, 38
 - postsecondary education, 37
- credit
 - by exam, 98
 - with prior instruction, 98
 - credit recovery, 98
 - for coursework, 97
 - partial credit, 97
- dating violence, 39
- Declaration of Independence
 - excusing a student from reciting, 11
- deliveries, 36
- Department of Public Safety (DPS), 28, 100
- diabetes, 78
- directory information, 6, 8
- disabled students, 22
- discrimination, 39
- distance learning, 42
- distribution, 42–43
 - nonschool materials
 - by others, 43
 - by students, 43
 - school materials, 42
- doctor’s appointments, 24
- dress code, 44
- driver license, 28, 100
 - verification of enrollment form, 28, 100
- drug testing, 88
 - See also* steroids.
- early mental health intervention, 91
- earning credit, 38
- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 57
- electronic cigarettes, 71
- electronic media
 - contact between student and staff, 8
- end-of-course (EOC) assessments, 89
- English as a second language, 22, 56
- English language learner, 56
- English learner, 22
- exams. *See* tests.
- extracurricular activities, 56
 - conduct, 57
 - eligibility, 56
 - fees, 58
 - meetings, 86
 - offices and elections for student clubs and organizations, 57
- fees, 57
 - graduation, 65
 - waivers, 58
- field trips, 86
- fire drills, 84
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 68
 - management plan, 69
 - See also* anaphylaxis.
 - See also* celebrations.
- foster care liaison, 90
- foster students. *See* students in foster care.
 - foster care liaison, 90
- foundation graduation program
 - distinguished level of achievement, 60
 - endorsements, 60
 - performance
 - acknowledgments, 61
 - personal graduation plans (PGP), 63
 - See also* graduation programs.
- fundraising, 59
- gang-free zones, 59

- gender-based harassment, 40
- grades
 classification by credits, 59, 102
- graduation, 59
 certificates of
 coursework
 completion, 64
 end-of-course (EOC)
 assessments, 60
 expenses, 65
 individual graduation
 committee (IGC), 60
 individualized education
 program (IEP), 64
 personal graduation
 plan (PGP)
 for middle school or
 junior high, 82
 under the foundation
 graduation program,
 63
 programs
 advanced/distinguished level of
 achievement, 34, 96
 foundation program,
 60
 requirements, 59
 for automatic college
 admissions, 34, 96
 student speakers, 65
 students with
 disabilities, 64
See also credit; grades;
 standardized tests.
- Graduation, 59
See Also Credit; Grades;
 Standardized Tests.
- grants, 65
- grievances. *See*
 complaints.
- grooming standards, 44
- hall pass, 85
- harassment, 40–41
 gender-based, 40
 investigation, 41
 reporting, 41
 retaliation, 40
 sexual, 40
- hazing, 66
See also bullying.
- head lice, 69
- health education
 School Health Advisory
 Council, 80
- health instruction, 7
- health screenings, 81
- health-related matters, 66
 asbestos, 71
 electronic cigarettes, 71
 food allergies, 68
 pest management, 71
 physical fitness, 69, 70
 sunscreen, 78
 tobacco, 71
 vending machines, 71
- homeless students, 19, 71
 diplomas, 19
 school of origin, 19
- homework, 72, 80
 electronic and social
 media, 8
See also makeup work.
- honors, 29
- human sexuality
 instruction, 10
 removing a child from
 class, 11
 reviewing materials, 11
- IEP. *See* individualized
 education program (IEP).
- IGC. *See* individual
 graduation committee
 (IGC).
- illness
 leaving campus, 75
- See also* contagious
 diseases.
- immunization, 72
 exemptions for reasons
 of conscience, 72
 medical exemptions, 73
 required immunizations,
 72
- individual graduation
 committee (IGC)
 defined, 122
 graduation, 60
- individualized education
 program (IEP)
 and eligibility for
 extracurricular
 activities, 57
 defined, 121
 graduation, 64
- instructional materials, 12,
 13, 91
- laptops, 46
- law enforcement, 73
 notification of law
 violations, 74
 questioning of students,
 73
 students taken into
 custody, 73
 verification of officer's
 identity and authority,
 74
- learning difficulties, 19
- leaving campus, 74
during lunch, 75
 in case of student illness,
 75
 signing a student out, 74
- legal guardian
 defined, 5
- liaison for homeless
 children and youths, 71

- liaison for students in conservatorship of the state, 90
 - liaison for students in custody of the state, 90
 - library, 86
 - lice. *See* head lice.
 - limited English proficiency (LEP). *See* English language learner
 - lost and found, 76
 - makeup work, 76–77
 - during in-school suspension, 77
 - for absences, 76
 - in DAEP, 77
 - penalties, 77
 - medical emergency, 84, 86
 - medicine, 77
 - allergies, 78
 - asthma, 78
 - diabetes, 78
 - herbal or dietary supplements, 78
 - nonprescription, 78
 - prescription, 77
 - psychotropic drugs, 78
 - sunscreen, 78
 - meditation, 82
 - meetings of
 - noncurriculum-related groups, 86
 - mental health, 91
 - early intervention, 91
 - mental health support, 91
 - metal detectors, 88
 - Military Aptitude test, 29
 - military recruiters, 9
 - minute of silence, 12, 82
 - in observance of September 11, 2001, 82
 - mobile phones, 46
 - multiple birth siblings, 17
 - National School Lunch Program, 85
 - netbooks, 46
 - newspaper (school newspaper), 42
 - no pass, no play, 57
 - nondiscrimination, 79
 - organizations, student. *See* extracurricular activities.
 - parent
 - access to student records, 14
 - being involved, 80–81
 - defined, 5
 - rights, 7–21
 - volunteering, 80, 95
 - parenting and paternity awareness, 7
 - pediculosis. *See* head lice.
 - personal appearance, 44
 - personal graduation plan (PGP)
 - for middle school or junior high, 82
 - under the foundation graduation program, 63
 - pest management, 71
 - physical activity, 69
 - physical examinations, 10
 - athletic participation, 81
 - physical fitness assessment, 70
 - pledges of allegiance, 81
 - excusing a student from reciting, 11
 - police. *See* law enforcement.
 - police dogs, 88
 - prayer, 82
 - privacy
 - and personal telecommunications devices, 46
 - during an investigation of prohibited conduct, 41
 - FERPA, 121
 - on district-owned equipment and networks, 87
 - student records, 14, 16
- programs
- before and after school, 85
- progress reports, 83
- prohibited conduct, 39
- investigation, 41
 - reporting, 41
- See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
- promotion and retention, 82–83
- personal graduation plan (PGP) for middle school or junior high, 82
- STAAR, 82
- See also* credit; grades; standardized tests.
- protected information, 9
- psychological evaluation, 7
- published material
- from outside sources, 43
 - from students, 43
 - school materials, 42
- recording
- permission, 7
 - without parental consent, 7
- release of students from school. *See* leaving campus.

- religion
 - and immunization, 72
 - and surveys, 10
 - holy days, 24
 - nondiscrimination, 79
- religious or moral beliefs and removal from the classroom, 12
- report cards, 83
 - parent’s signature, 83
 - See also* grades.
- retaliation, 30, 40
- rights
 - parental, 7–21
 - student, 9
- safety, 83
 - emergency medical treatment and information, 84, 86
 - emergency preparedness, 84
 - emergency school closing, 84
 - fire, tornado, and severe weather drills, 84
 - football helmets, 57
 - on campus, 83
 - on district vehicles, 83
 - preparedness drills, 84
 - student conduct, 83
 - UIL rules, 56
 - video cameras, 93
- SAT/ACT, 88
- schedules. *See* class schedules., *See* class schedules.
- scholarships, 65
- School Breakfast Program, 85
- school closings, 84
- school dances, 37
- school facilities, 85
 - before and after school, 85
- cafeteria, 85
- meetings, 86
- School Health Advisory Council, 10, 70
 - defined, 122
- school nurse, 68, 72, 75, 78, 79
 - emergency medical treatment and information, 84
 - sending a student home in case of illness, 75
 - student exemption from immunization, 72
- searches, 87
 - desks and lockers, 86
 - district-owned equipment and networks, 87
 - drug testing, 88
 - metal detectors, 88
 - personal electronic devices, 46, 87
 - trained dogs, 88
 - vehicles, 87
- Section 504. *See* students with disabilities., *See* students with disabilities.
- service animals, 18
- sex education. *See* human sexuality instruction.
- sexting, 47
- sexual abuse of a child, 32
 - counseling options, 33
 - reporting, 33
 - warning signs, 32
- sexual harassment, 40
- SHAC. *See* School Health Advisory Council.
- signing a student out. *See* leaving campus.
- special education, 19, 22
 - graduation, 64
- special programs, 88
- Spinal Screening Program, 81
- standardized tests, 88
 - end-of-course (EOC) assessments, 89
 - English language learner, 56
 - SAT/ACT, 88
 - STAAR, 89
 - TSI assessment, 89
 - tutoring, 12
 - See also* credit; grades; graduation; promotion and retention.
- State of Texas Assessments of Academic Readiness (STAAR), 89
 - defined, 122
 - promotion and retention, 82
 - retaking, 82
 - STAAR Alternate 2, 90
- steroids, 90
 - See also* drug testing.
- Student Code of Conduct, 5, 13, 36, 43, 46, 47, 57, 66, 71, 83, 85, 87, 92, 93, 121, 122
- student groups, 57, 58, 59, 86
 - See also* extracurricular activities.
- student illness
 - leaving campus, 75
 - See also* contagious diseases.
- student records, 13
 - accrediting organizations, 15
 - colleges and postsecondary schools, 15

- confidentiality, 14
- copies, 16
- corrections, 16
- court orders, 15
- custodian, 15
- directory information, 8, 9
- driver license
 - attendance
 - verification, 28, 100
- financial aid, 15
- government agencies, 15
- institutions of higher education, 9
- military recruiters, 9
- released with
 - permission, 15
- school officials, 14
- students age 18 or older, 14
- student speakers, 90
 - See also* graduation, student speakers.
- student work
 - display of, 7
 - publishing, 7
- students in
 - conservatorship of the state, 18
- students in
 - conservatorship of the state. *See* students in foster care.
- students in foster care, 18, 90
 - diplomas for students in conservatorship of the state, 18
 - educational services, 90
 - enrollment assistance, 90
 - enrollment of students
 - in conservatorship of the state, 18
 - exemptions to
 - compulsory attendance, 24
 - foster care liaison, 90
 - students with disabilities, 22
 - graduation, 64
 - nondiscrimination, 79
 - Section 504 of the Rehabilitation Act, 22, 79
 - students with learning difficulties, 19
 - substance abuse
 - prevention and intervention, 91
 - suicide awareness, 91
 - surveys, 9
 - inspecting, 10
 - opting out, 10
 - tablets, 46
 - teacher and staff
 - qualifications, 16
 - technology, 46
 - acceptable use of district resources, 47
 - confiscated devices, 46
 - instructional use of
 - personal electronic devices, 46
 - personal electronic devices, 46
 - personal
 - telecommunications devices, 46
 - prohibited uses of
 - district resources, 47
 - recording still and video images prohibited, 46
 - searches of personal devices, 46
 - unauthorized use, 46
 - test preparation. *See* tutoring.
 - tests, 12
 - confidentiality, 14
 - credit by exam, 98
 - personal electronic devices, 46
 - scores, 13
 - See also* standardized tests.
 - Texas Success Initiative (TSI) assessment, 89
 - textbooks, 12, 91
 - Title IX Coordinator, 79
 - tobacco prohibited, 71
 - top 25 percent, 34, 96
 - top ten percent, 34, 96
 - tornado drills, 84
 - transfers, 92
 - multiple birth siblings, 17
 - safety reasons, 17
 - special education, 22
 - students who are victims
 - of bullying, 30
 - students who engage in
 - bullying, 18, 30
 - unsafe schools, 18
 - victims of bullying, 17
 - transportation, 92
 - school-sponsored trips, 92
 - truancy, 25
 - prevention measures, 25
 - truancy court, 26
 - tutoring, 12
 - removal from classroom, 12
 - school services, 12
 - UIL. *See* University Interscholastic League.
 - unexcused absences, 25

MISD Student Handbook

university admissions. *See*
college admissions., *See*
college admissions.
University Interscholastic
League (UIL), 56
condition of football
helmets, 57
safety rules, 56
use of school facilities, 85
vandalism, 93

vaping. *See* electronic
cigarettes.
vending machines. *See*
health, vending
machines.
video cameras, 93
visitors, 93
business, civic, and
youth groups, 95
career day, 95

classroom observation,
93
parents, 93
patriotic societies, 95
unauthorized persons,
94
volunteers, 80, 95
voter registration, 95
withdrawing from school,
95
yearbook, 42